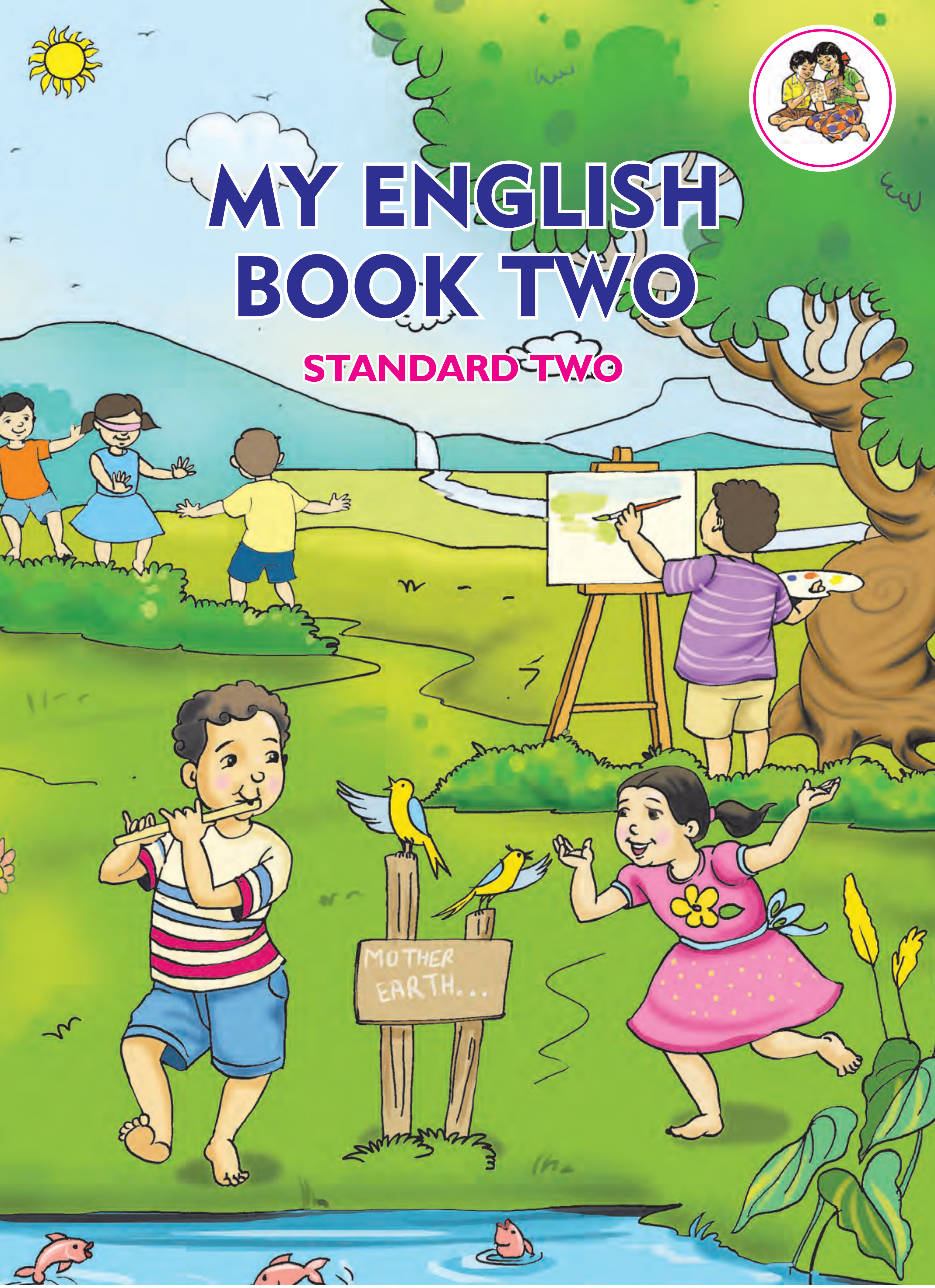
MY ENGLISH BOOK TWO

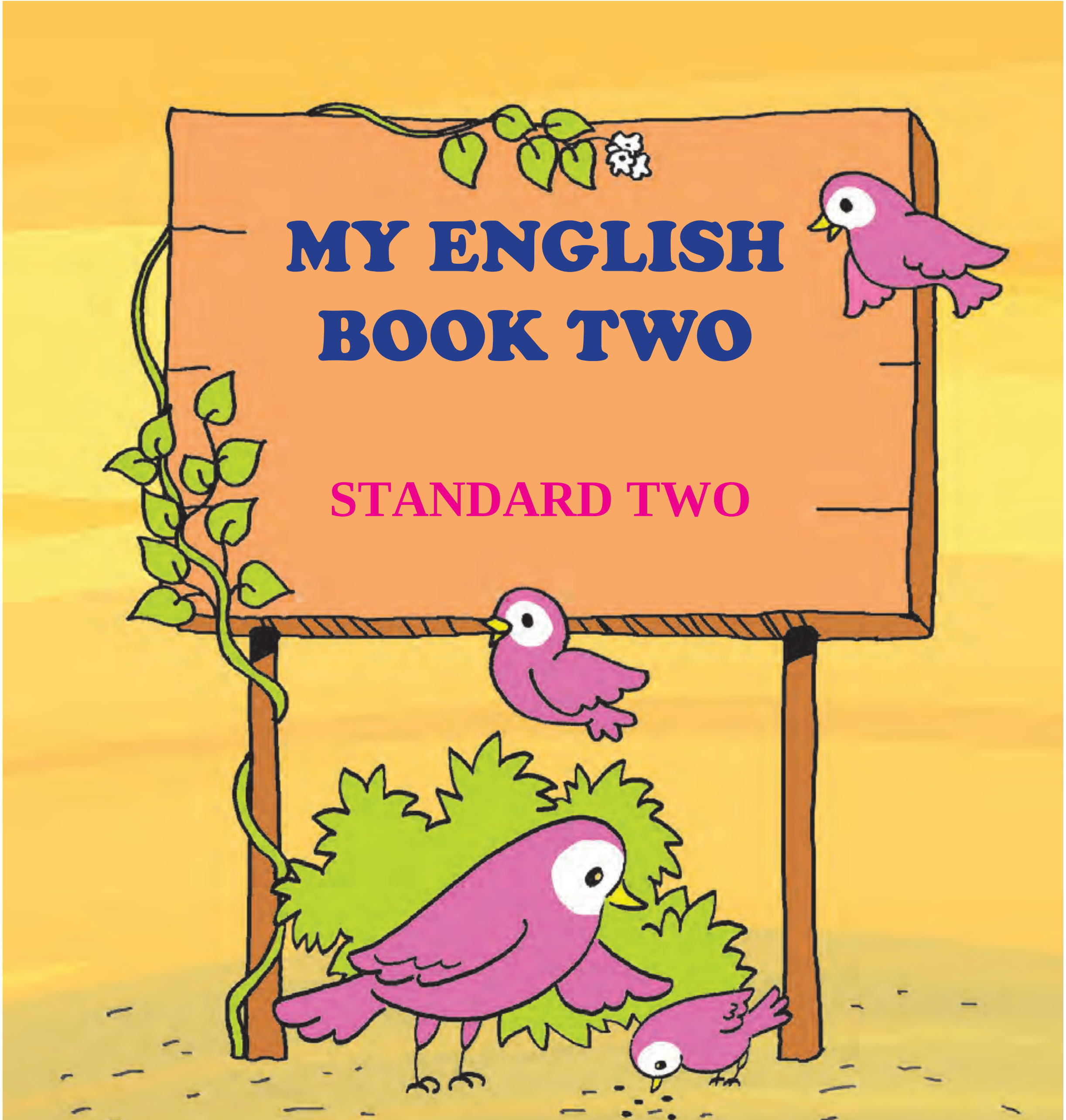
STANDARD TWO



The Coordination Committee formed by G.R. No. Abhyas - 2116/(Pra.Kra.43/16) SD - 4 Dated 25.4.2016 has given approval to prescribe this textbook in its meeting held on 19.03.2019 and it has been decided to implement it from the Academic Year 2019-20.

MY ENGLISH BOOK TWO

STANDARD TWO



Maharashtra State Bureau of Textbook Production and Curriculum Research, Pune.

H57IIK

The digital textbook can be obtained through DIKSHA App on a smartphone by using the Q. R. Code given on title page of the textbook and useful audio-visual teaching-learning material of the relevant lesson will be available through the Q. R. Code given at the end of each lesson of this textbook.

First Edition : 2019

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The Constitution of India

Preamble

WE, THE PEOPLE OF INDIA, having solemnly resolved to constitute India into a SOVEREIGN SOCIALIST SECULAR DEMOCRATIC REPUBLIC and to secure to all its citizens:

JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the unity and integrity of the Nation;

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949, do HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.

NATIONAL ANTHEM

Jana-gana-mana-adhināyaka jaya hē
Bhārata-bhāgya-vidhātā,

Panjāba-Sindhu-Gujarāta-Marāthā
Drāvida-Utkala-Banga

Vindhya-Himāchala-Yamunā-Gangā
uchchala-jaladhi-taranga

Tava subha nāmē jāgē, tava subha āsisa māgē,
gāhē tava jaya-gāthā,

Jana-gana-mangala-dāyaka jaya hē
Bhārata-bhāgya-vidhātā,

Jaya hē, Jaya hē, Jaya hē,
Jaya jaya jaya, jaya hē.

PLEDGE

India is my country. All Indians are my brothers and sisters.

I love my country, and I am proud of its rich and varied heritage. I shall always strive to be worthy of it.

I shall give my parents, teachers and all elders respect, and treat everyone with courtesy.

To my country and my people, I pledge my devotion. In their well-being and prosperity alone lies my happiness.

Preface

Dear Children,

I am sure you enjoyed learning from and reading, 'My English Book One' in Standard One. A warm welcome to Standard Two now! We are looking forward to seeing your bright and happy faces when you receive **'My English Book Two'** in Standard Two this year. We are happy to place this textbook **'My English Book Two'** in your hands.

You learnt wonderful songs, rhymes and poems in Standard One. You listened to interesting stories and enacted those in the classroom and at home too. You were thoroughly engaged in doing the interesting activities given in the book.

Well, this year, too, you are going to have plenty of fun while learning English. This textbook is a treasure box, full of interesting stories of birds, animals, boys and girls, parents and grandparents. The poems and stories talk to you about the real world as well as the imaginary worlds of insects and trees, of children and their dreams. There are many opportunities for you to relate to those worlds. There are many language games and activities.

You will learn new words and how to trace and then write them. You will have fun matching pictures with the words, reciting and learning poems. You will learn to ask right questions to guess the answers. You will love the colourful pictures too. I am sure you will enjoy everything about this book. Q. R. Codes have been given to songs, stories, poems, picture reading and other activities too.

I am sure by the end of the year, you will be ready and looking forward to the next year's My English Book.

Wishing you all the best for your studies.



(Dr Sunil Magar)
Director
Maharashtra State Bureau of Textbook
Production and Curriculum Research, Pune.

Pune
Date : 6 April, 2019
Gudhi Padva
Indian Solar Year :
16 Chaitra, 1941

For the Teachers

We have introduced English language in Standard One through simple language and variety of activities. We have focused on developing the interest and confidence in English language among the children.

(1) Give the students maximum practice of the rhymes and songs with rhythm and actions and proper pronunciation, throughout the year.

(2) Give practice of the greetings, requests, commands and simple instructions for conversation according to the situations in pair or group work.

(3) Prepare various types of teaching aids and models to enrich children's vocabulary and give visual exposure to them as well.

(4) Encourage children to use simple words, phrases, expressions in English inside and outside the classroom regularly.

(5) Help children to develop their reading and writing skills through preparatory activities.

(6) Conduct various types of activities and language games throughout the year for reinforcement of the content they have learnt.

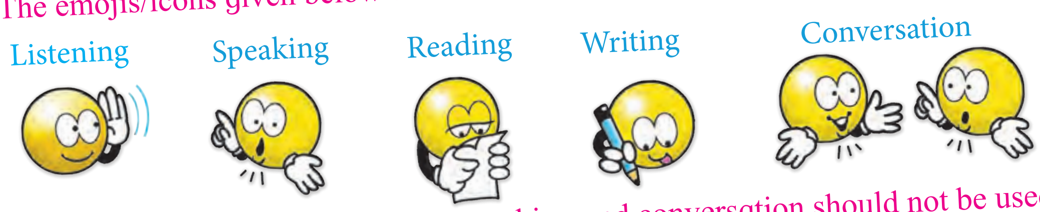
(7) Revise all the activities at the end of each unit.

(8) Use e-learning material to develop language skills.

(9) Make maximum use of simple and easy English in and around the classroom. Mother tongue of the children can be used if necessary.

(10) Use simple instructions while teaching.

The emojis/icons given below are used in this book for specific purposes.



The activities given for listening, speaking and conversation should not be used for reading and writing.

There are plenty of illustrations and activities in this book. The activities are quite interesting and easy. They will motivate children to think independently. You are expected to make use of these as often as possible.

Please make sure to follow these guidelines.

1. Encourage children to speak in English.
2. Please make sure to repeat the activities that children like and enjoy.
3. Please do not focus on pointing out children's mistakes.
4. It is alright if they do not answer in complete sentences. Please encourage them by accepting their answers in one or two words in their home language or non-verbal responses.
5. Do not expect them to write spellings of the words at this stage or to learn them by heart. Maximum exposure to the whole words will help children in learning new words happily.

The following are the activities given in the textbook.

Poems

Most of the poems can be enacted and sung by children. The actions in the illustrations are guidelines to help you. You should recite/sing each and every line of the poem clearly and slowly first, then children may follow you line by line. Children will learn these poems well by repetition. You should use the pictures to chat with children about the poems so that they understand the themes of the poems.

Stories

Listening to a story, reading and then enacting it form a significant part of the process of language learning.

It helps in developing vocabulary, building confidence to speak in English. Children thoroughly enjoy participating in the performance of stories and dialogues. It helps them to construct and say short sentences in English. You need to create opportunities for children to perform in front of their own class, the school assembly or the visitors and guests.

Picture Reading

There are pictures which will help you to revise words, phrases, sentences and dialogues.

Picture Story

You can chat with the children with the help of the pictures in the story and make sure that they understand it well. You may use the pictures to encourage children to say the dialogues and narration in English repeatedly. You can dramatize the picture-stories by forming groups of children. Children enjoy these and so you can repeat this activity as many times as you can. Various types of puppets can be used to make the story interesting.

Conversations / Dialogues

You need to explain the theme of the dialogue to children, with the help of the pictures in the book. You can also build a dialogue based on the different situations in the classroom. (for example : May I? I like to, I don't like to) You may ask children to form pairs or groups and encourage them to practise.

A variety of dialogues included in the textbook will be helpful to you while children put in effort to speak in English in the classroom. The themes of the dialogues are simple and appropriate for their age group. They include themes such as-greeting someone, polite requests, seeking information etc. You need to see that children use these dialogues in their day-to-day conversation in the school.

Vocabulary Enrichment

You should use pictures, stories, picture-stories to enrich children's vocabulary. The words used in the textbook are from children's immediate surroundings. Please be sure to prepare and keep flash cards ready for the whole academic year.

Avoid giving emphasis on spellings of words. Children should read every word as a whole word. Sight reading of these words should be practised regularly.

Listen and act

During this activity, children are expected to comprehend simple instructions given in English and act accordingly. You need to practice these activities again and again to achieve the objective. Gradually and after sufficient practice, children should be encouraged to give simple instructions to each other instead of the teacher.

Listen, repeat and speak

There are several examples included in the book to encourage children to speak about themselves about their likes, dislikes, personal needs etc. in simple and short sentences. You should gather each and every child's personal information (for example : names of their family members, names of their friends, their likes and dislikes etc.). You also need to make sure that every child is able to give this basic information about herself / himself in simple sentences.

Look and say

These activities are designed to help children to learn to read and prepare them for writing.

Flash cards

Flash cards are fun and help in learning and revising new vocabulary and phrases.

Reading time

The activities like 'word basket' are designed to develop phonemic awareness in the learners. Here the learners are expected to develop the ability to hear, identify and associate the sounds with the letters. The goal of these phonemic awareness activities is to enable the beginning readers to decode new words by sounding them out or by blending the sound –letter patterns.

Tracing and writing

The development of handwriting skills (letter formation, sizing, spacing, alignment, etc.) begins with being able to copy simple shapes. Children who are able to copy basic prewriting shapes will be able to copy significantly more letters. The learners should be encouraged to trace the letters in four line format so that they understand the dimensions of the letters.

In this book, we have given specific pronunciations of a,e,i,o,u in Devnagari script. Other language medium school teachers may use their own language script instead of अॅ, ए, इ, ऑ, अ respectively.

My English Book Two - Standard Two - Learning Outcomes

Suggested Pedagogical Processes	Learning Outcomes
The learner may be provided opportunities in pairs/groups/ individually and encouraged to - • sing or recite songs or poems or rhymes together with action. • listen to stories and humorous incidents and interact and respond in English or in home language. • ask simple questions, for example, on characters, places, the sequence of events in the story, etc. (Ensure clear lip movement for the children with hearing impairment.) • respond orally in home language or English or sign language or other non-verbal expressions. • write 2-3 simple sentences about stories or poems. • look at scripts in a print rich environment like newspapers, tickets, posters etc. • develop phonemic awareness through activities focusing on different sounds, emerging from the words in stories and texts. • listen to short texts from children's section of newspapers, read out by the teacher. • listen to instructions and draw a picture or do different actions. • speak and write English, talk to their peers in English about festivals and events at home and school. • enrich vocabulary in English mainly through telling and repeating stories and folk tales. • use appropriately pronouns related to gender such as 'he', 'she', 'his', 'her', and demonstrative pronouns such as 'this', 'that', 'these', 'those'; and prepositions such as 'before', 'between' etc. • read cartoons/ pictures/comic strips with or without words independently. • write 2-3 sentences describing common events using adjectives, prepositions and sight words like "This is my dog. It is a big dog. It runs behind me."	**The learner -** 02.17.01 Recites, sings and enjoys listening to songs, rhymes with actions. 02.17.02 Understands sequence of stories and events. 02.17.03 Expresses verbally her or his opinion and asks questions about the characters, storyline etc. in English or in home language. 02.17.04 Writes a few words, phrases, short sentences, in response to poems and stories. 02.17.05 Uses stock expressions in face to face interactions in the classroom or in the surroundings. 02.17.06 Identifies different shapes, sizes, colours, weight, texture etc. 02.17.07 Uses pronouns related to gender like 'his/her', 'he/she', 'it' and other pronouns like 'this/that', 'here/there', etc. 02.17.08 Uses prepositions like, 'before', 'between' etc. 02.17.09 Listens carefully and repeats words, phrases and sentences. 02.17.10 Speaks about herself/himself. 02.17.11 Identifies and tells numerals up to 50. 02.17.12 Reads and understands familiar words at sight. 02.17.13 Expresses their personal needs, feelings etc. 02.17.14 Listens and follows instructions. 02.17.15 Narrates a story with the help of the clues or pictures. 02.17.16 Composes and writes simple, short sentences with space between letters and words.

Inside the Book...

UNIT ONE

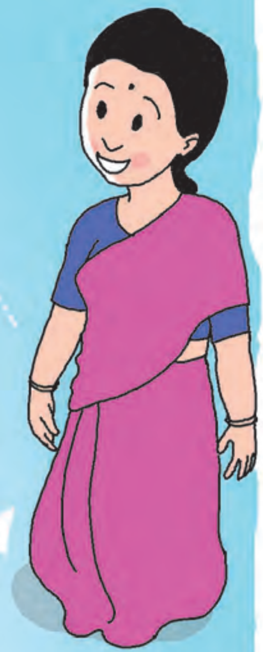
1.1 Bounce a Ball

a. Listen, sing and act.



Bounce a ball to Reena
Bounce a ball to Reena
Yes! I got it.
Yes! I got it.





Bounce it to Veena
Bounce it to Veena
Yes ! I got it.
Yes ! I got it.



Bounce it to Sagar
Bounce it to Sagar
Yes! I got it.
Yes ! I got it.

Bounce it to teacher
Bounce it to teacher
Oh! No ! I missed it.
Oh ! No ! I missed it.

3IR5Q2

b. Replace the word 'Bounce' with the words, given in the boxes and sing again.

roll | hit | throw | kick

c. Look and say.

ball	bounce	got	it
teacher	yes	to	no



Say Please

1.2 Activity Time

Listen carefully and act only when I say **'Please'**.

Please sit down.



Please stand up.



Turn around.



Please hop on one leg.



Hop on two legs.



SBYU4T

1.3 Let's Speak

Friends

a. Listen and enact.











b. Look and say.

I	you	he	she
me	your	my	we

KIVKQV

1.4 Let's revise

a. Look at the pictures and tell their names.





1.5 Fun with Alphabet.

a. Look, listen and say.

A a



B b



C c



D d



E e



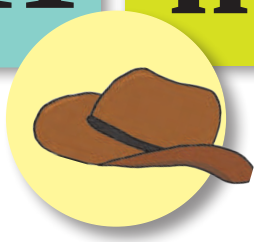
F f



G g



H h



I i



J j



K k



L l



M m



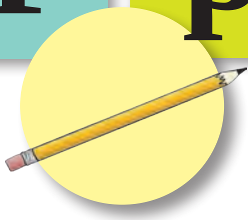
N n



O o



P p



Q q



R r



S s



T t



U u



V v



W w



X x



Y y

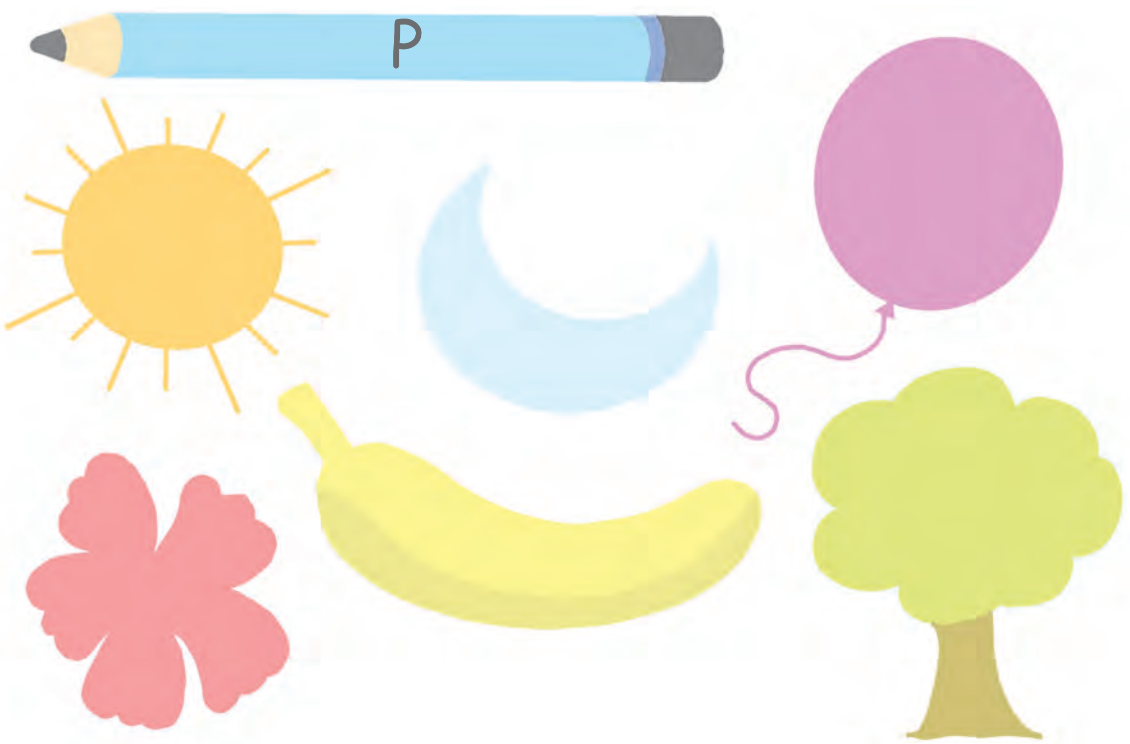


Z z



1.6 Activity Time

a. Write the first letter of the picture's name in it.



Riddle.

b. Look, listen and guess.



Who am I ?

"I look at you,
You look at me,
I raise my right hand,
You raise your left hand."

9WKF4B

I want to

1.7 Let's Speak

a. Let's speak.

Snehal : *Aai*, I want to go out.

Mother : It's raining. Do you still want to go?

Snehal : Yes *Aai*, I want to play in the rain.

Mother : You will get wet.

Snehal : Yes *Aai*, but I want to enjoy the rain.

Mother : Go ahead. I will finish my work and join you.





Chintu : *Aai*, I want to play in the rain too. May I go?

Mother : Yes, Chintu. You may.



b. Listen and repeat.

I want to go out.

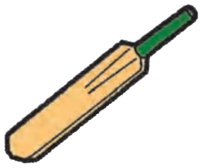
I want to play.

I want to enjoy the rain.

PCTLXU

1.8 Word Basket.

a . Look, listen and repeat. 





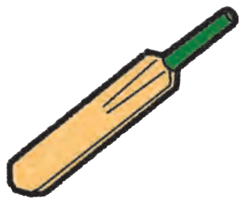
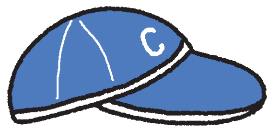


bat	cat	cap	tap	bag

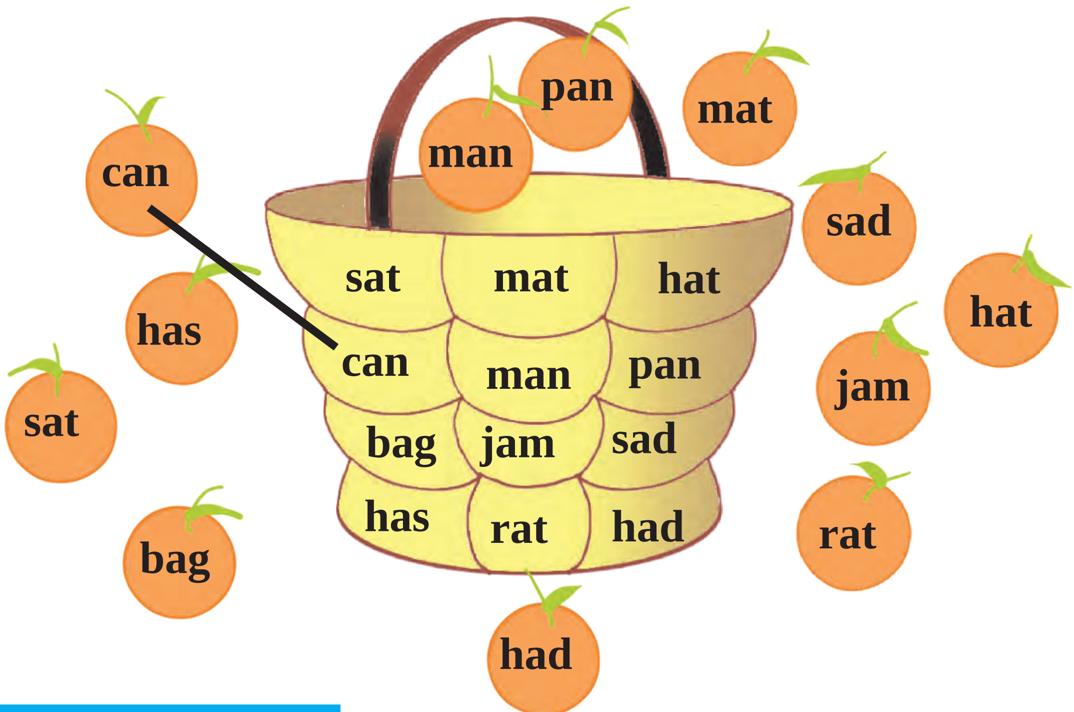
b. Look at the pictures and match them with their names.

cap	bat	tap	cat



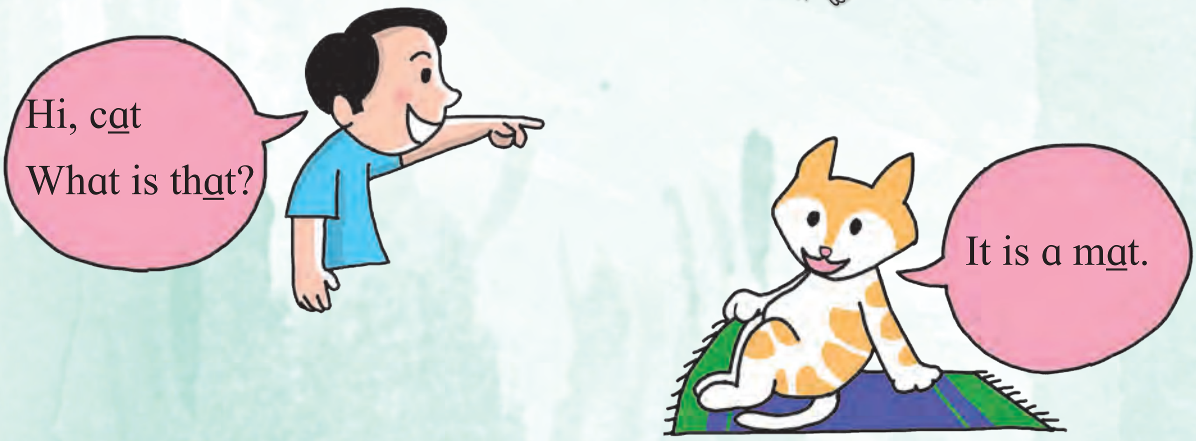



c. Read aloud and match the same words. 



Here 'a' sounds 'अॅ'.

d. Look, listen, repeat and read.



The fat cat sat on a mat.

cat	**fat**	**mat**	**sat**



A rat has a bat.

The bat is in a bag.

rat	**bat**	**bag**	**has**



Sam has jam in the can.

has	**jam**	**can**

AC4A5M

1.9 Learning Letters

a. Listen carefully and learn to play the following games with letter cards.



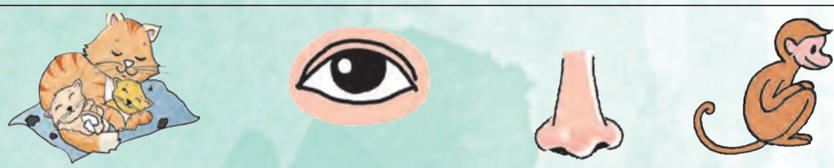


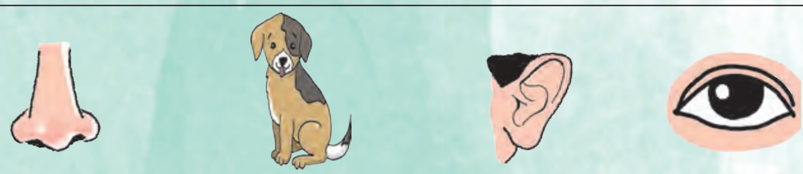
* **Game 1 :** Look at the card and show a matching card.

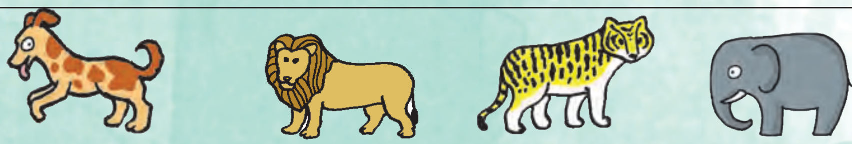
b. Look at the pictures. Tell their names. Identify the first letter of the pictures. Match the letters with the pictures.

a 

b 

c 

d 

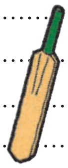
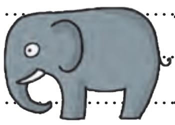
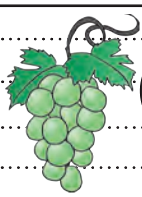
e 

f 

g 

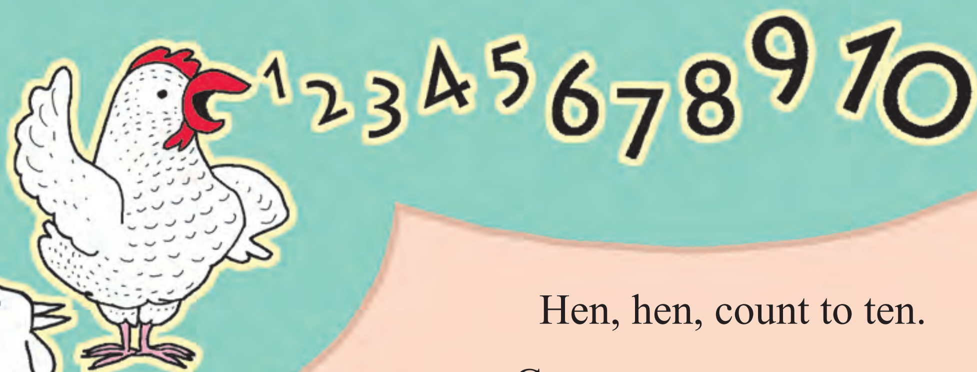
3Y9ZRD

c. Trace and write the following letters.

 Aa	Aa	Aa	Aa	
 Bb	Bb	Bb	Bb	
 Cc	Cc	Cc	Cc	
 Dd	Dd	Dd	Dd	
 Ee	Ee	Ee	Ee	
 Ff	Ff	Ff	Ff	
 Gg	Gg	Gg	Gg	

1.10 Animal Song

a. Listen, repeat and sing.



Hen, hen, count to ten.
Goat, goat, get your coat.
Mouse, mouse, build a house.
Chick, chick, make it quick.
Cat, cat, find your hat.
Bear, bear, go upstairs.
Kite, kite, say good night.
Sheep, sheep, go to sleep.



b. Listen, repeat and tell more rhyming words.

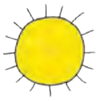
ten - hen ...
coat - goat ...
hat - cat ...

7CY2YN



1.11 Reading Time

a. Look, listen and repeat. 

I am drawing and my friends are looking at my picture. They see the , the , the  and the  in the sky. The  is dancing near the . The  is sitting in between the  and the . The  and the  are grazing in the meadow. The  is sitting up there on a branch of the . The  is also sitting on a branch of the .

UNIT TWO

2.1 Birds can Fly

a. Listen, sing and act.



Birds can fly, birds can fly,
        Up in the sky and I can fly too.
Frogs can jump, frogs can jump,
        Very very high and I can jump too.
Ducks can swim, ducks can swim,
        Deep in the water and I can swim too.
Dogs can walk, dogs can walk,
        On the ground and I can walk too.
Horses can run, horses can run,
        In the forest and I can run too.
Bunnies can hop, bunnies can hop,
        On the grass and I can hop too.



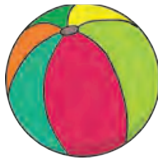
B6W46M

b. Look, listen, repeat and enact.

fly	jump	swim	walk	run	hop

2.2 Activity Time.

a. Let's play.


ball


star


pen


lion

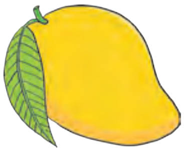

cup


tree


fish

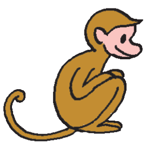

bus


peacock


mango

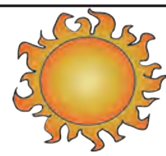

house


ice-cream


monkey


bird


umbrella


sun

Let us play a guessing game. Each one of you will come here and think about a picture in mind. You will have to speak about it. Other students will guess the picture. I will start the game. Look at these pictures. Now listen carefully. I have something in my mind. It swims in water. Guess, what it is?



2.3 Let's Speak

a. Look, listen and speak.



Refer page 18 for the following exercise.

b. Listen carefully. Find the squirrel who says this on page 18.

- What's going on ?
- I'm looking at the sky.
- Look at the nest.
- She's drawing a picture.
- I'm reading.
- I'm sleeping.
- What are you doing ?
- Oh, a blue butterfly !

c. Tell the colours you see on the umbrella.

d. Find and name the following from the picture.

- something blue
- something green
- something yellow
- something white
- something nice
- something red
- something pink
- something orange
- something black

e. Look, listen and repeat the answer.

- Where are the eggs ? - In the nest.
- Where is the umbrella ? - Under the tree.
- Where is the ball ? - Near the basket.

f. Count the number of squirrels in the picture and write in the box.

g. Look and say.

eggs	umbrella	basket	nest

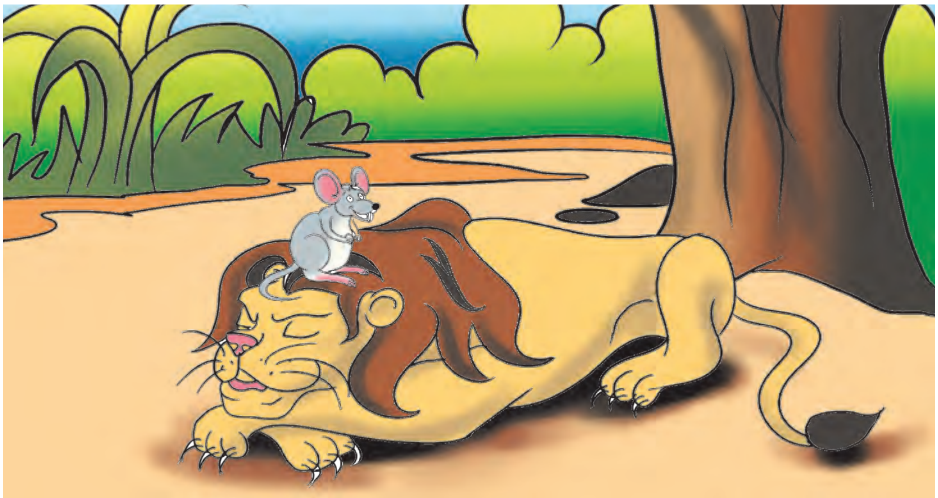
4DSUSP

Tell a tale

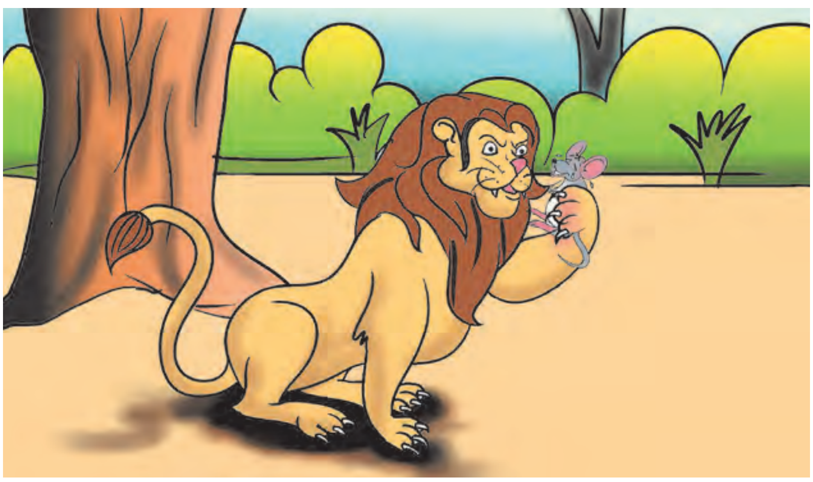
2.4 The Lion and the Mouse

a. Listen, repeat and enact.

Once a lion was sleeping under a tree. A mouse saw him. He ran up the lion's tail and climbed on his back. He jumped all over his body. He started sliding down the lion's face again and again.



The lion got up. He got very angry. He caught the little mouse in his paw. He said angrily," You naughty mouse, how dare you disturb me? Now see, how I punish you. I will eat you."



Z5BYJE

The mouse was afraid. He started trembling.

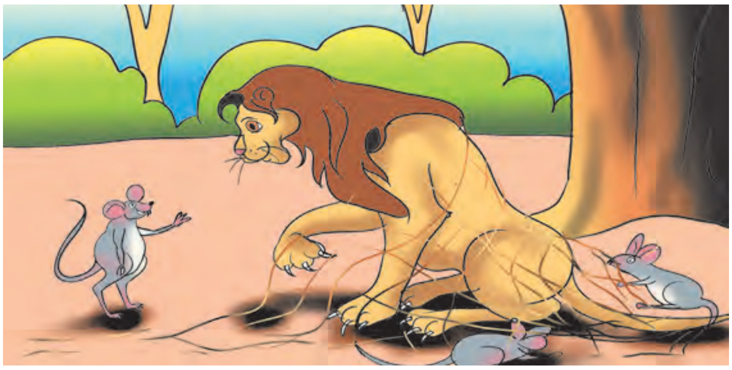
He pleaded, “O lion, the king of jungle, I am really sorry. Please forgive me. Please let me go. I will help you some day.”

The lion laughed and said, “Oh really? you little mouse, how can you help me? That’s so funny! Anyway go, get away from here.” Then he set the mouse free.

“Thank you friend, thank you so much.” said the mouse and ran away quickly.



A few days later, the lion was caught in a hunter’s net. He was roaring loudly. The mouse heard it and ran to the lion. He saw the lion caught in the net. He called his friends. All the mice came together and nibbled the big net with their sharp teeth. They set the lion free. The lion said, “Thank you dear little mouse. You saved my life.”



b. Look and say.

lion	**mouse**	**little**	**please**
sorry	**thank you**	**very**	**away**

2.5 Word Basket

a. Look, listen and repeat.



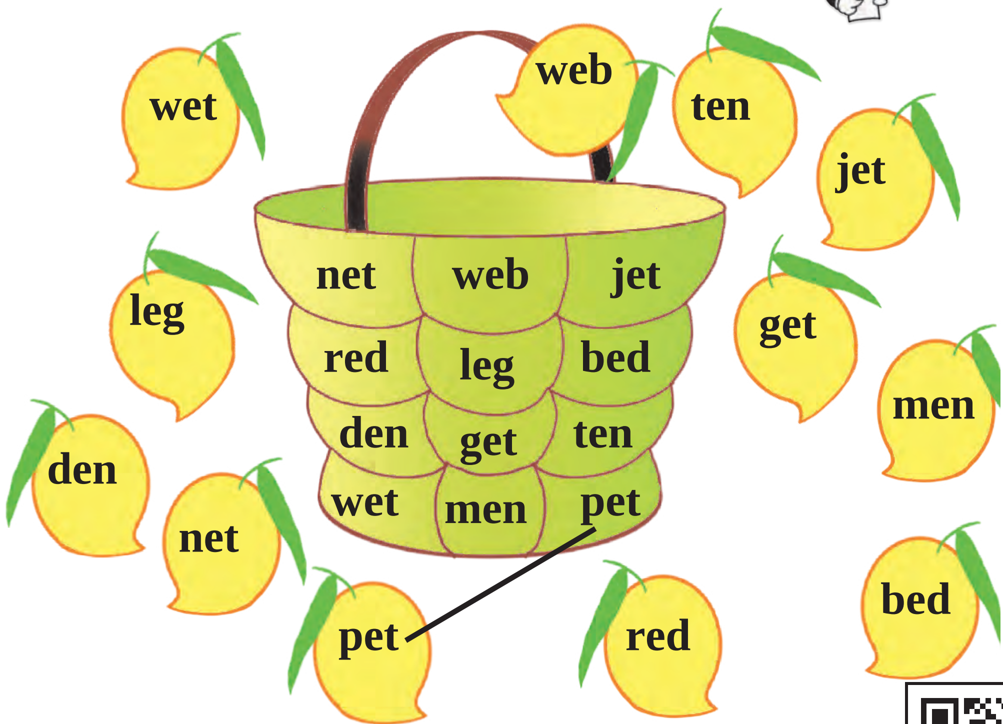
hen	men	den	ten	pen

b. Look at the pictures and match them with their names.

hen	men	den	ten	pen



c. Read aloud and match the same words.



Here 'e' sounds 'ए'.

T71J7G

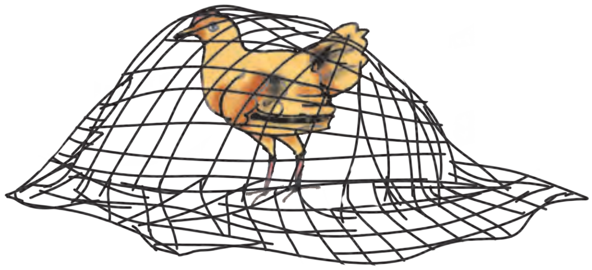
d. Look, listen, repeat and read.



A hen

A pet hen

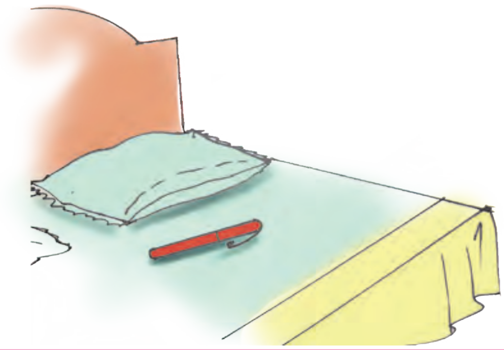
A pet hen in a net



A pen

A red pen

A red pen on a bed



Ten men

Ten men sat on a mat.

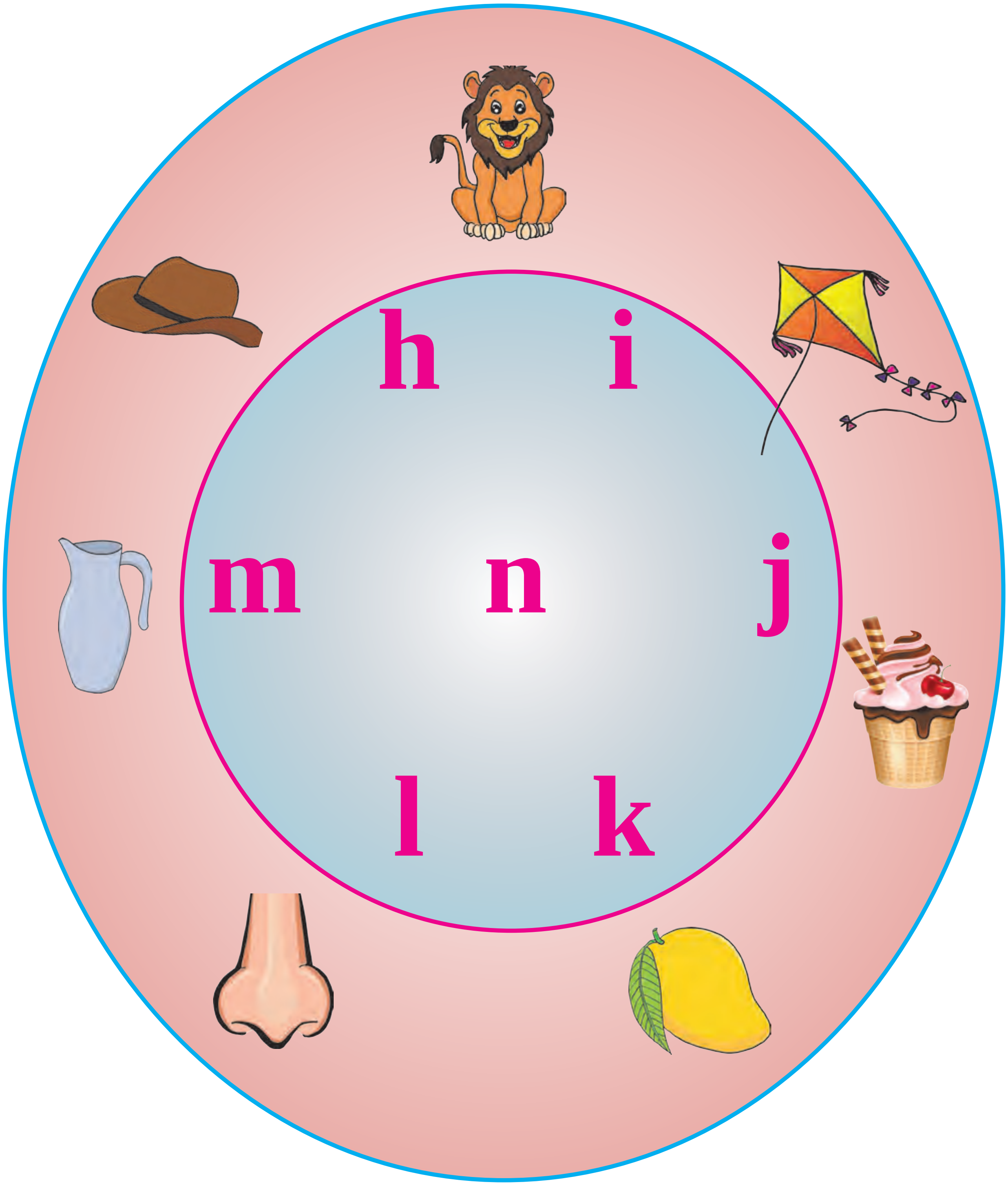


e. Find the odd man and encircle it.

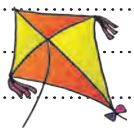
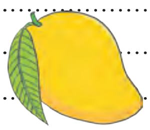
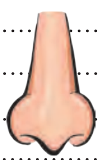
1.	mat	sat	pat	pet
2.	men	ten	can	den
3.	bad	pad	red	had
4.	bag	men	ten	den
5.	pet	net	fat	set

2.6 Learning Letters

a. Match the following letters with their pictures.



b. Trace and write the following letters. 

	Hh	Hh	Hh	Hh	
	Ii	Ii	Ii	Ii	
	Jj	Jj	Jj	Jj	
	Kk	Kk	Kk	Kk	
	Ll	Ll	Ll	Ll	
	Mm	Mm	Mm	Mm	
	Nn	Nn	Nn	Nn	

2.7 Tony Tinker

a. Listen, sing and repeat.



Tony Tinker, Tony Tinker,
Can you sing ? Can you play ?

I can play my bass drum.
Dum dum dum, dum dum dum.
Listen to my bass drum.
Dum dum dum, dum dum dum.



I can play my triangle.
Ting ting ting, ting ting ting.
Listen to my triangle.
Ting ting ting, ting ting ting.



I can play my violin.
Tui tui tui, tui tui tui.
Listen to my violin.
Tui tui tui, tui tui tui.



I can play my *tabla*.
Dha dhin dha, dha dhin dha.
Listen to my *tabla*.
Dha dhin, dha dhin dha dha dha dha.

b. Look and say.

drum | **triangle** | **violin** | ***tabla***

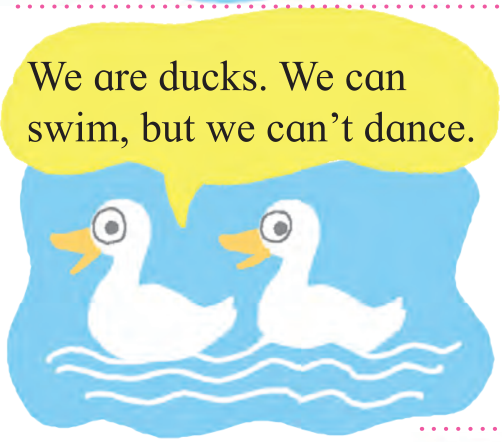
play | **listen** | **sing**

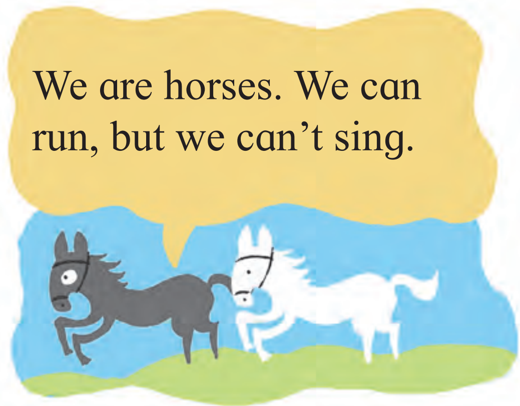
c. Listen, repeat and enact.

What can you do ?





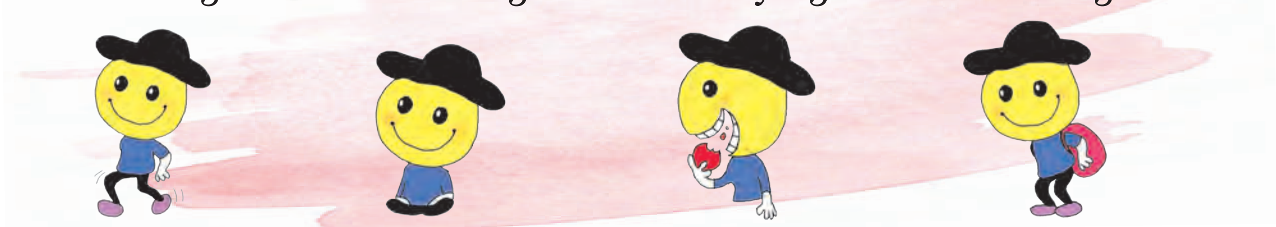






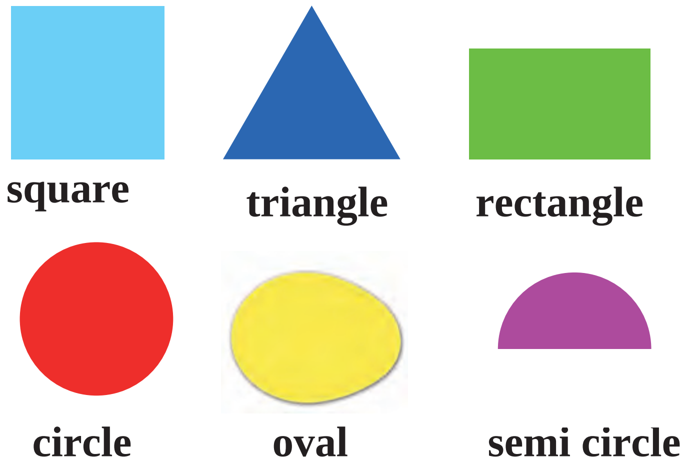
d. Listen carefully and match the pictures with appropriate actions.

eating walking carrying sitting



2.8 Activity Time

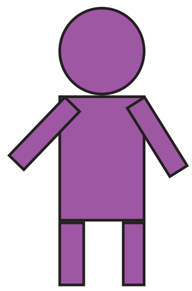
a. Look, listen, repeat and learn the shapes.



b. Tell the names of the objects of these shapes in your surrounding.

c. Use these shapes and form a picture.

For example -



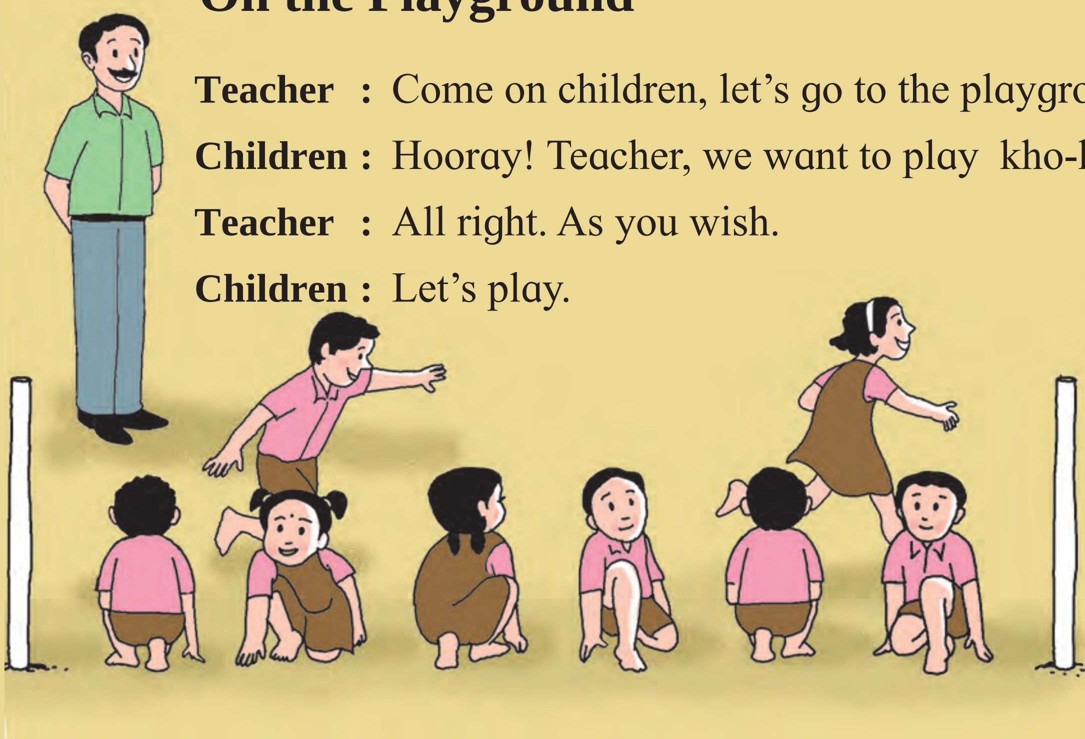
d. Tell your friends about what you have drawn.

IEI7KW

2.9 Let's Speak

a. Listen, repeat and speak. 

On the Playground



Teacher : Come on children, let's go to the playground.

Children : Hooray! Teacher, we want to play kho-kho .

Teacher : All right. As you wish.

Children : Let's play.

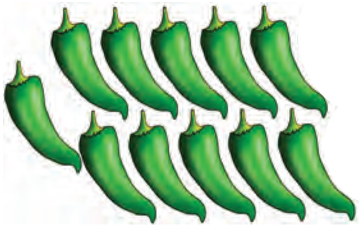
b. Now repeat the above conversation using the names of the following games. 

kabaddi	cricket
langdi	badminton
football	hockey
basketball	volleyball

PSCGZ6

2.10 Numbers 11 to 20

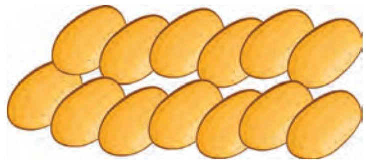
a. Look, listen and learn.



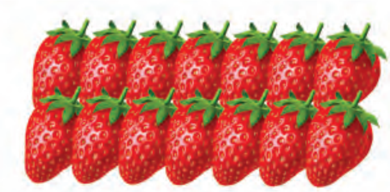
11 **eleven**
chilles



12 **twelve**
oranges



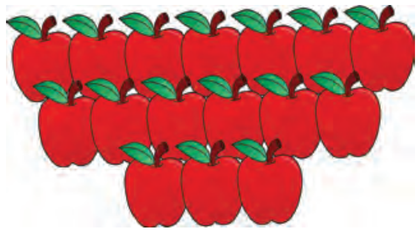
13 **thirteen**
potatoes



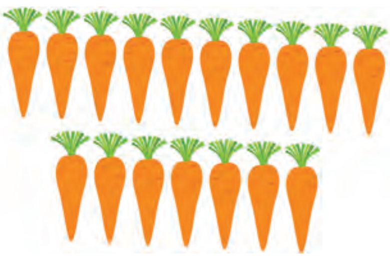
14 **fourteen**
strawberries



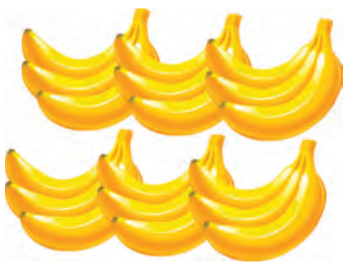
15 **fifteen**
cucumbers



16 **sixteen**
apples



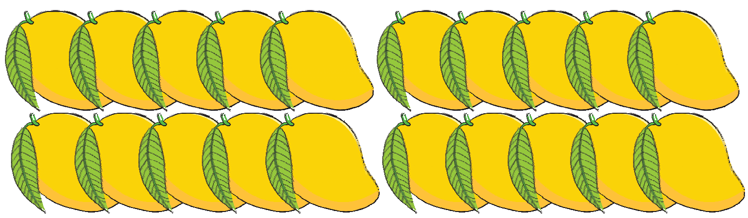
17 **seventeen**
carrots



18 **eighteen**
bananas

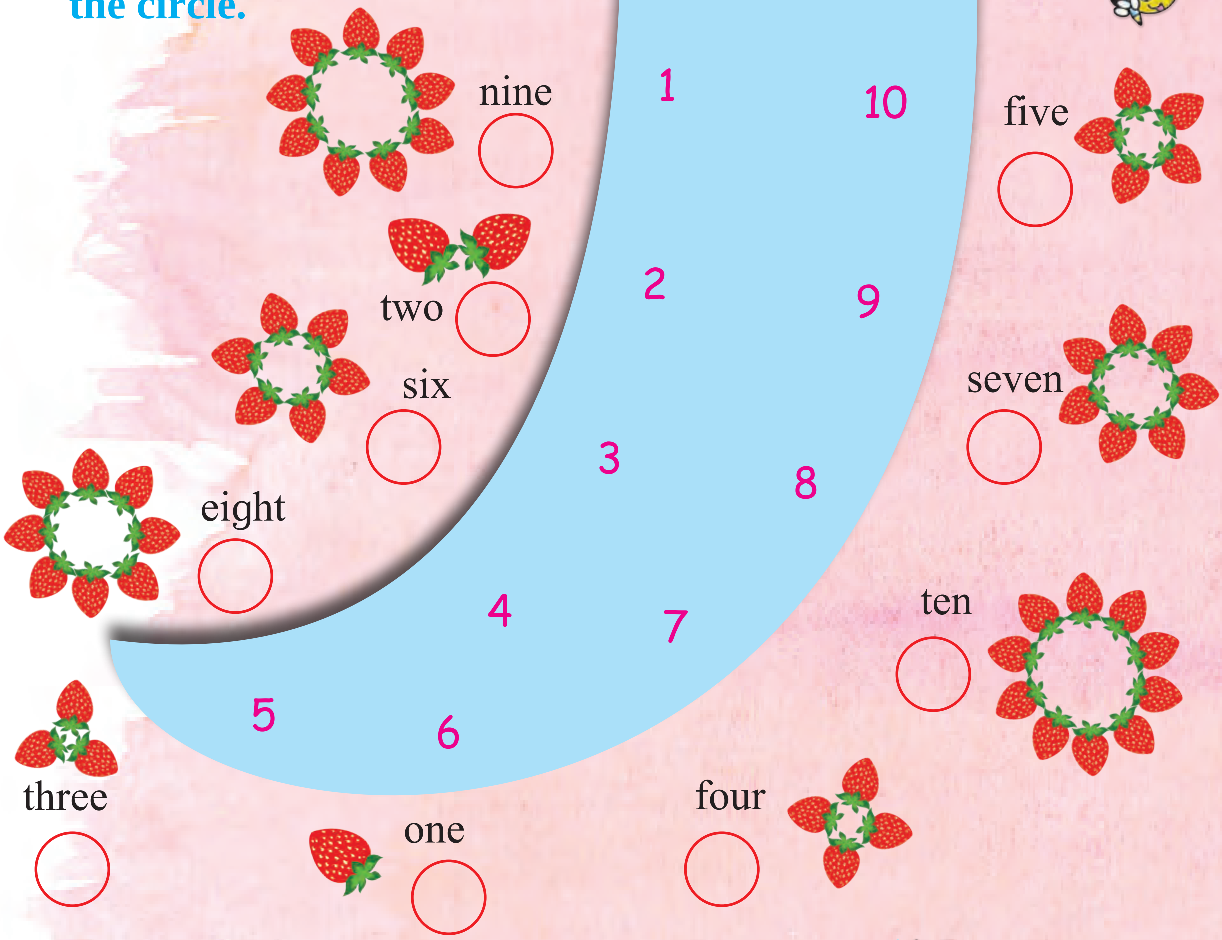


19 **nineteen**
tomatoes



20 **twenty**
mangoes

b. Match the numbers with their names and write them in the circle.



c. Listen and match the number with the word.

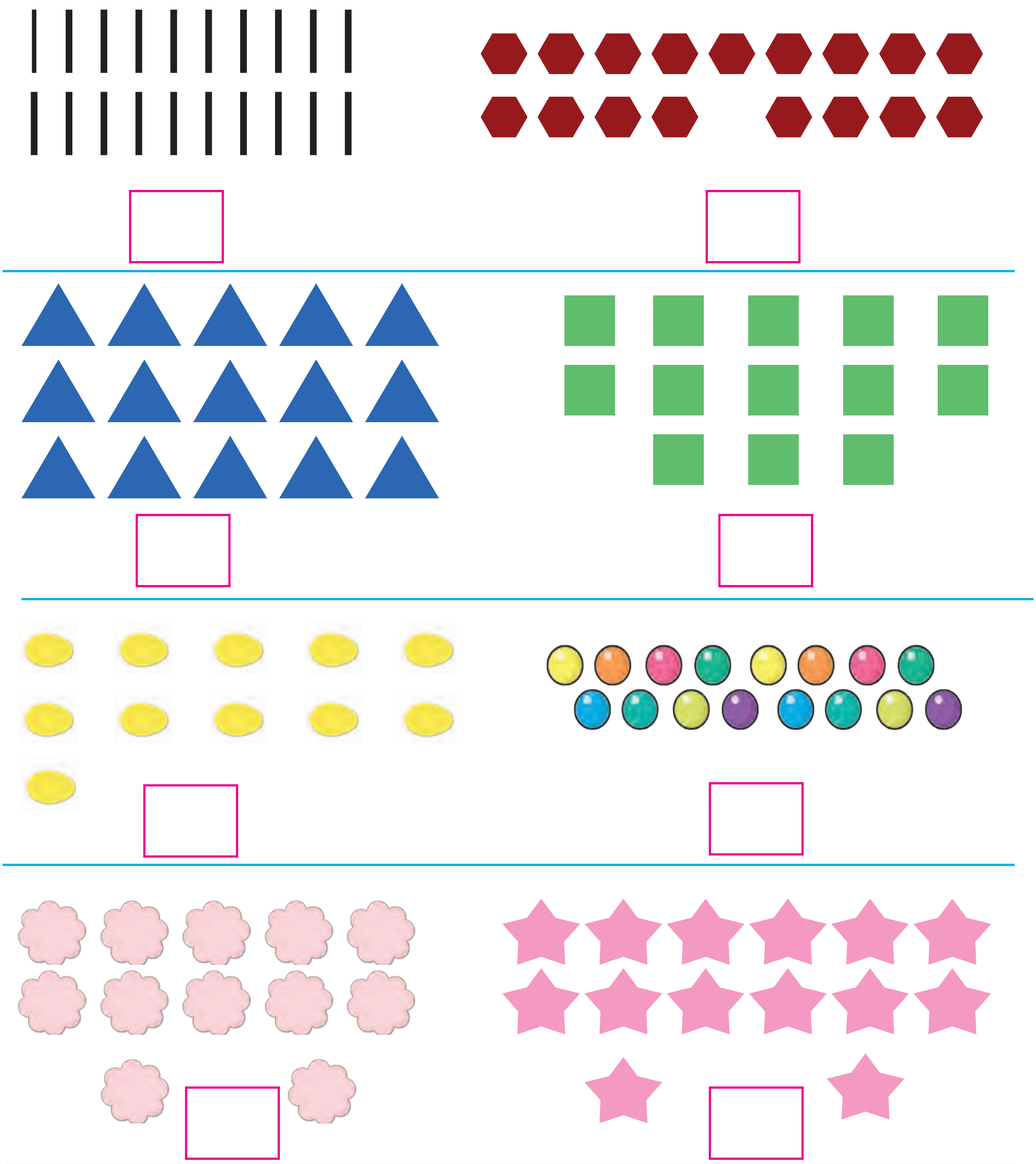
11	fourteen	16	nineteen
12	eleven	17	twenty
13	fifteen	18	seventeen
14	twelve	19	sixteen
15	thirteen	20	eighteen

d. Listen, read and repeat.

10	20	30	40	50
Ten	Twenty	Thirty	Forty	Fifty

e. Look, count and write the number in words in the box.





LT79T7

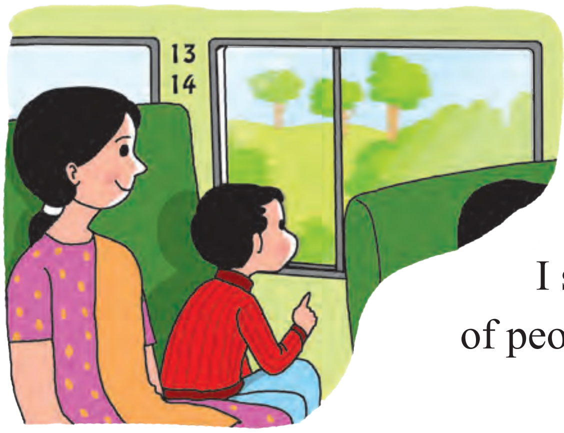
2.11 The Visit to Grandmother

a. Listen and read after your teacher.



We packed our bags.
We went to the bus-stand.
Our bus was ready.
We boarded the bus.





We found our seats.
Our seat numbers were 11, 12, 13, 14. I sat near the window. I saw some hills. I saw some trees passing by too.

I saw markets full of people.



We reached *Aajjee's* home after four hours. She welcomed us and hugged us. We love our *Aajjee*. We love our *Aajoba* too.

b. Listen and number the events in order.

1. I sat near the window. ☐
2. Our bus was ready. ☐
3. We reached *Aajjee's* home. ☐
4. We packed our bags. ☐

BLEY7Y

c. Look and say.

saw	**sat**	**went**	**found**	**boarded**
packed	**stopped**	**reached**	**welcomed**	**hugged**

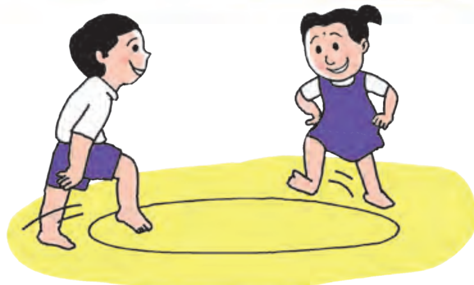
UNIT THREE

3.1 Action Song

a. Listen, sing and enact.



You put your right hand in
You put your right hand out
You put your right hand in
And shake it all about
Do the boogie woogie
Do the boogie woogie
And turn yourself around
That's what it's all about!



You put your left hand in
You put your left hand out
You put your left hand in
And shake it all about
Do the boogie woogie
Do the boogie woogie
And turn yourself around
That's what it's all about!



b. Replace the words in the boxes with the words given below to continue the song.

- **right foot**
- **left foot**
- **whole self**

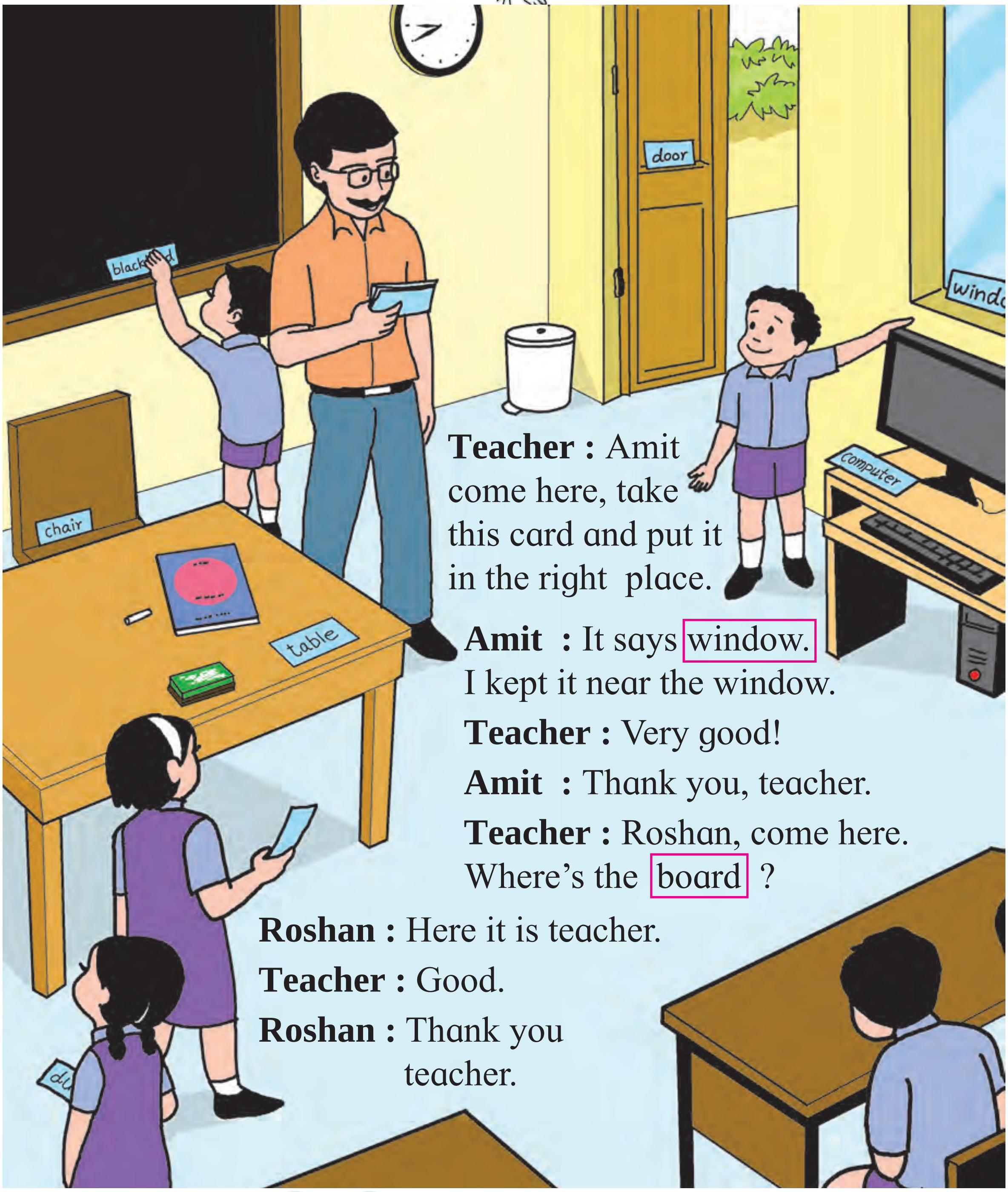
c. Look and say.

right	left	shake
turn	around	hand

Q7VC1H

3.2 Activity time

a. Listen, tell and show.



Teacher : Amit come here, take this card and put it in the right place.

Amit : It says window. I kept it near the window.

Teacher : Very good!

Amit : Thank you, teacher.

Teacher : Roshan, come here. Where's the board ?

Roshan : Here it is teacher.

Teacher : Good.

Roshan : Thank you teacher.

b. Look and say.

duster	chair	door	bench
table	clock	computer	

E62BCL

3.3 Let's Speak

a. Listen, repeat and enact. 

At the stationery shop

Ahmed : *Kaka*, I want a set of crayons. Do you have it?
Shopkeeper : Yes, I do.
Ahmed : How many colours are there in a set?
Shopkeeper : Twelve.
Ahmed : How much does it cost?
Shopkeeper : Twenty rupees.
Ahmed : Please give me one set.
Shopkeeper : Here it is.
Ahmed : Thank you.
Here is your money.
Shopkeeper : Thank you. Visit again.



b. Let's play a game in pairs. 

- **'What am I thinking of ?'**



You may ask questions beginning with

- 'Is it ?' 'Do you?' 'Do we?' and I will answer with only, 'Yes' or 'No.'

Abhay : What am I thinking of ? Try to guess.
Bhushan : Hmm! Can you give me a clue ?
Abhay : Yes. You may ask me questions.
Bhushan : Ok. Hmm! Is it red ?
Abhay : Yes, it is red.
Bhushan : Do we eat it ?
Abhay : Yes! We eat it.
Bhushan : Is it sweet?
Abhay : Yes.
Bhushan : Is it an apple ?
Abhay : Yeah! You guessed it right.
Bhushan : Let's play again !

3.4 Word Basket

a. Look, listen and repeat. 



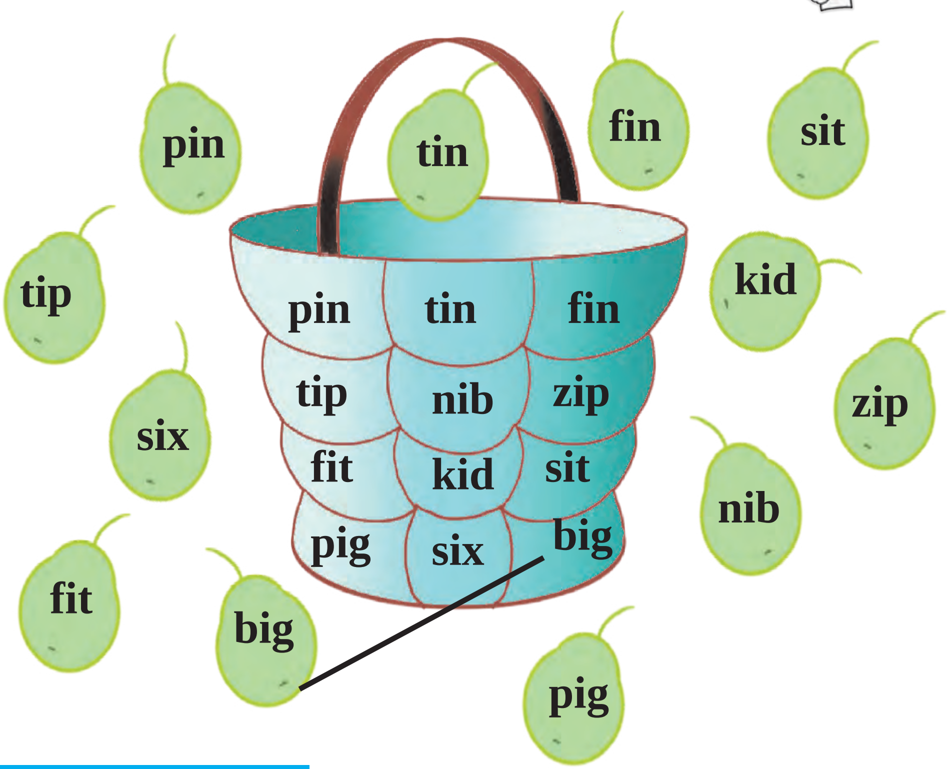
pin	tin	six	nib	lip

b. Look at the pictures and match them with their names. 

pin	six	lip	tin	nib



c. Read aloud and match the same words. 



Here 'i' sounds 'इ'.

d. Look, listen, repeat and read.



A nib

A nib of a pen



A zip

A zip of a bag



A mat

A big mat

Let us sit on a big mat.



e. Match the rhyming words

1.	pin	mix
2.	kit	pig
3.	big	hit
4.	six	tin

3.5 Know the Occupations

a. Look, listen and repeat.

This is Siddhesh.

He is a Mechanic.

He uses a spanner.

He uses a screw-driver.

He repairs machines.



This is Abdul.

He is a Carpenter.

He uses a saw.

He uses a tape-measure.

He makes things from wood.



This is Pranali.

She is a Manager.

She uses a computer.

She uses a projector.

She works in an office.



This is Kishor.

He is a Traffic-police.

He uses a whistle.

He uses a baton.

He directs traffic.



This is Siya.

She is a Chef.

She works in the kitchen.

She uses pots, pans, knives and spoons.

She cooks tasty food.



This is Varsha.

She is a Singer.

She uses *tanpura* to practise.

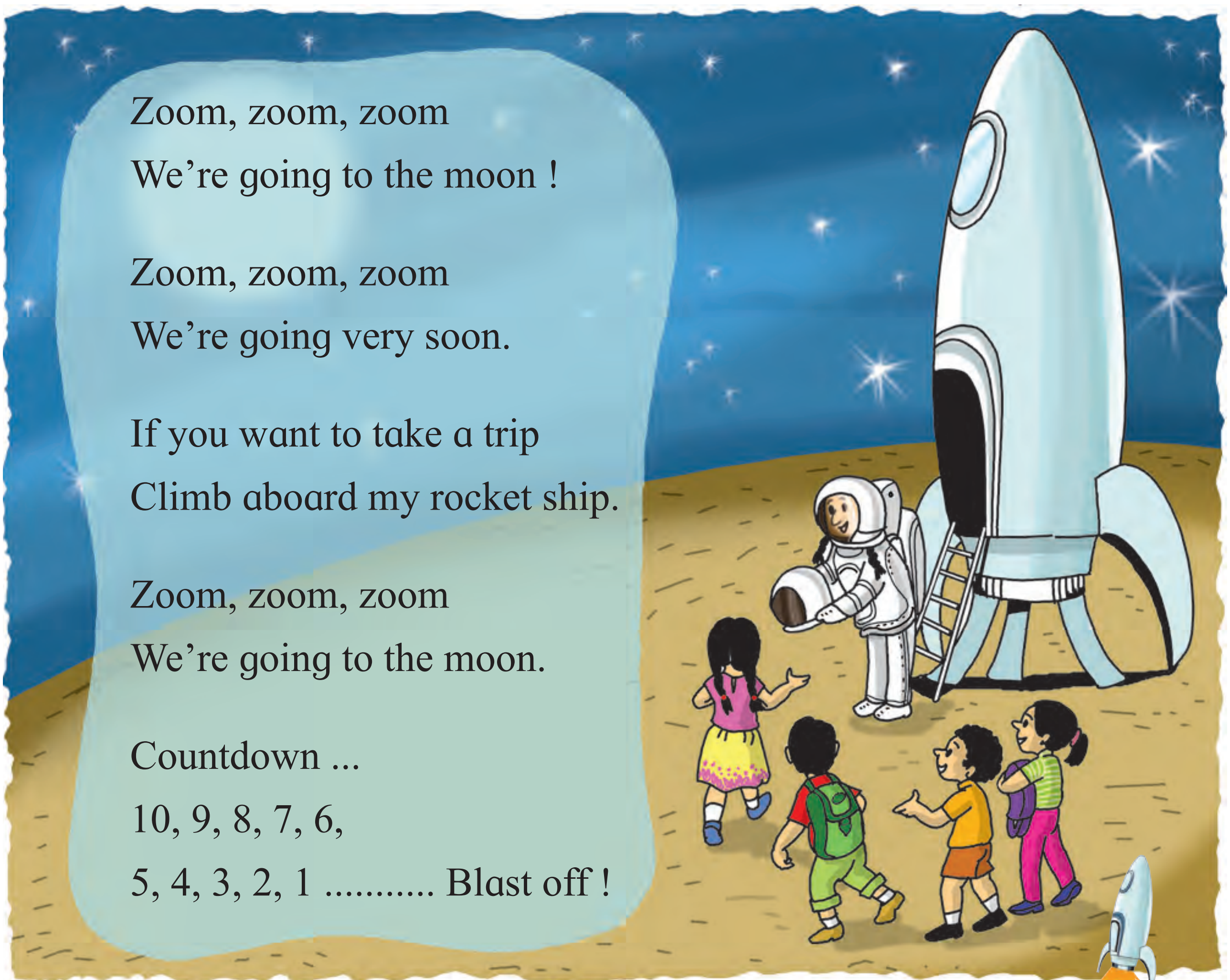
She uses *tabla* for rhythm.

She sings sweet songs.



3.6 Zoom, Zoom, Zoom

a. Listen, repeat and sing.



Zoom, zoom, zoom
We're going to the moon !

Zoom, zoom, zoom
We're going very soon.

If you want to take a trip
Climb aboard my rocket ship.

Zoom, zoom, zoom
We're going to the moon.

Countdown ...
10, 9, 8, 7, 6,
5, 4, 3, 2, 1 .... Blast off !

XFHFFR



b. Look and say.

zoom	moon	going	soon
trip	rocket	ship	aboard

3.7 Let's Speak

a. Listen, repeat and enact.



John : I found a pencil. Isha is it yours?

Isha : No, it's not mine.

John : Amit, is this pencil yours?

Amit : No, it's not mine.

John : Sonu, is this pencil yours?

Sonu : Yes, it's mine. Thank you, John.



Anand : Excuse me, is this ruler yours?

Bittu : Yes, it is.
Thank you very much.
Where did you find it?

Anand : Under the bench.

Shilpa : Excuse me Ashu. Have you lost your eraser?

Ashu : Yes, I have.



Shilpa : Is this yours?

Ashu : Yes. It's mine. Thank you, Shilpa.

Sheldon : Oh! I forgot my pen at home.
Can you please lend me a pen, Sanika ?

Sanika : Oh! Yes. Here it is.

Sheldon : Thank you.



M8Q4UI

3.8 Word Basket

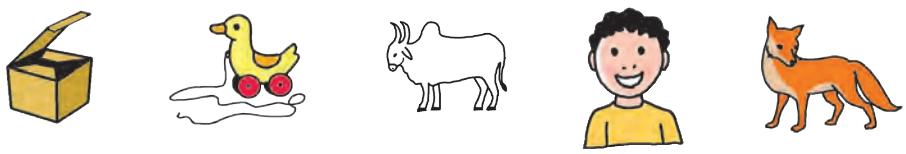
a. Look, listen and repeat.



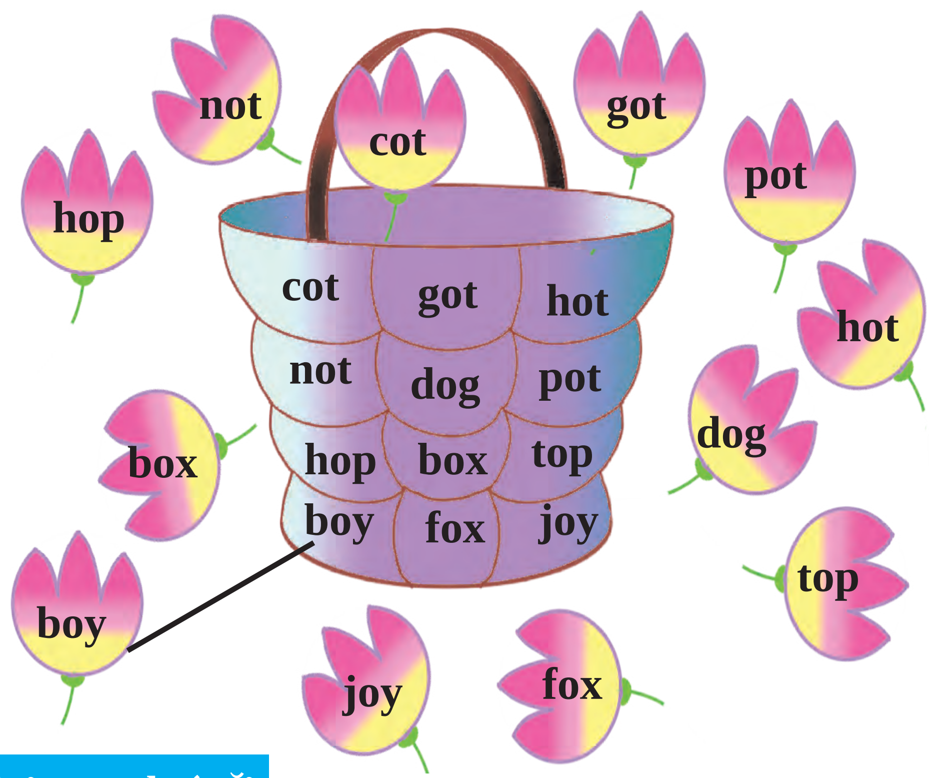
fox	ox	box	toy	boy

b. Look at the pictures and match them with their names.

fox	ox	box	toy	boy



c. Read aloud and match the same words.



Here 'o' sounds 'ऑ'.

d. Look, listen, repeat and read. 

A dot

A red dot

A red dot on a pot



A toy

A toy in a box

A boy got the toy.



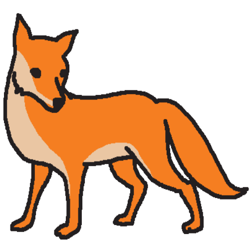
A dog

A big dog

A big dog on a log



e. Look at the pictures. Write the first letter. 

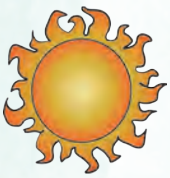
   

_ox _oy _ot _og

3.9 Learning Letters

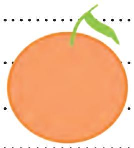
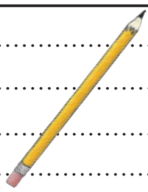
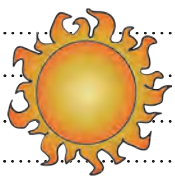
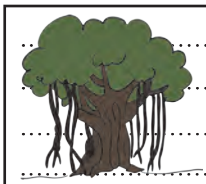


a. Look at the picture. Encircle the first letter of the picture's name.

	o	b	e	q
	m	o	b	p
	y	h	q	t
	r	o	s	v
	u	s	b	f
	o	b	t	q

34H6QD

b. Trace and write the following letters. 

 Oo	Oo	Oo	Oo	
 Pp	Pp	Pp	Pp	
 Qq	Qq	Qq	Qq	
 Rr	Rr	Rr	Rr	
 Ss	Ss	Ss	Ss	
 Tt	Tt	Tt	Tt	

3.10 Fun with Letters

a. **Find out the following words from the grid and encircle them.**

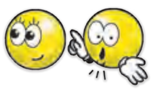


man yes sorry tap you table

s	p	t	x	t
o	m	a	n	a
r	d	p	y	b
r	m	g	e	l
y	o	u	s	e

The child who completes the grid first, shouts **'Bingo'**.

b. **Look and say.**



one	many	one	many
star	stars	friend	friends
cloud	clouds	sparrow	sparrows
animal	animals	crow	crows
tree	trees	picture	pictures
flower	flowers	tiger	tigers

W66RDF

3.11 Reading Time.

a. Read the following sentences with the help of the pictures. 

I am a  . Here is my  .

I am a  . Here is my  .

I am a  . Here is my  .

I am a  . Here is my  .

I am a  . Here is my  .

FFCZEX

b. Read the following words and draw the pictures.

moon	rocket
star	sun

UNIT FOUR

4.1 The Squirrel

a. Listen, repeat and act.

Frisky, frisky,
Hippity hop,
Up he goes
To the tree-top!
Whirly, twirly,
Round and round,
Down he scampers
To the ground

Furly, curly,
What a tail!
Tall as a feather,
Broad as a snail!
Where's his supper?
In the shell.
Snappity, crackity! Out it fell!

Anonymous



b. Listen and circle the rhyming words.

- up, hop, tree, top.
- broad, round, ground, tall.
- twirly, round, whirly, top.
- shell, supper, snappity, crackity.

UGC89S

c. Find four words that end with 'y' from the poem. For example, Frisky

d. Listen and repeat.

squirrel	**ground**	**feather**	**snail**
shell	**broad**	**tail**	**curly**

4.2 Calendar

a. Read the names of the months, match them with the cards. Then number the cards from 1 to 12.



2020

1 January

sun	mon	tue	wed	thu	fri	sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2 February

sun	mon	tue	wed	thu	fri	sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

3 March

sun	mon	tue	wed	thu	fri	sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

4 April

sun	mon	tue	wed	thu	fri	sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

5 May

sun	mon	tue	wed	thu	fri	sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6 June

sun	mon	tue	wed	thu	fri	sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

7 July

sun	mon	tue	wed	thu	fri	sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

8 August

sun	mon	tue	wed	thu	fri	sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

9 September

sun	mon	tue	wed	thu	fri	sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

10 October

sun	mon	tue	wed	thu	fri	sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

11 November

sun	mon	tue	wed	thu	fri	sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

12 December

sun	mon	tue	wed	thu	fri	sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July

October

August

January
1.

December

June

April

May

November

February

March

September

b. **Listen carefully and show the following in the calendar.**

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

c. **Listen and answer.**

- How many days are there in this month ?
- How many days are there in the second week ?
- How many Mondays do you see in this month ?

YAA9GR

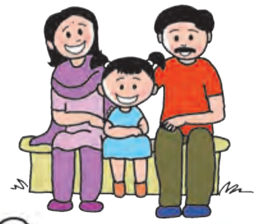
d. **Listen and repeat.**

January	February	March	April
May	June	July	August
September	October	November	December

4.3 Let's Speak

a. Look, listen and repeat.

1. The little girl is sitting **between** her mother and father.



2. The duck is swimming **with** her ducklings.



3. The birds are flying **over** the trees.



4. The butterflies are fluttering **around** the flowers.



5. The man is standing **near** the car.



6. The car is parked **under** the tree.



7. The boy is sitting **by** the stream.



8. She was the only girl playing **among** the boys.



CG7S8Y

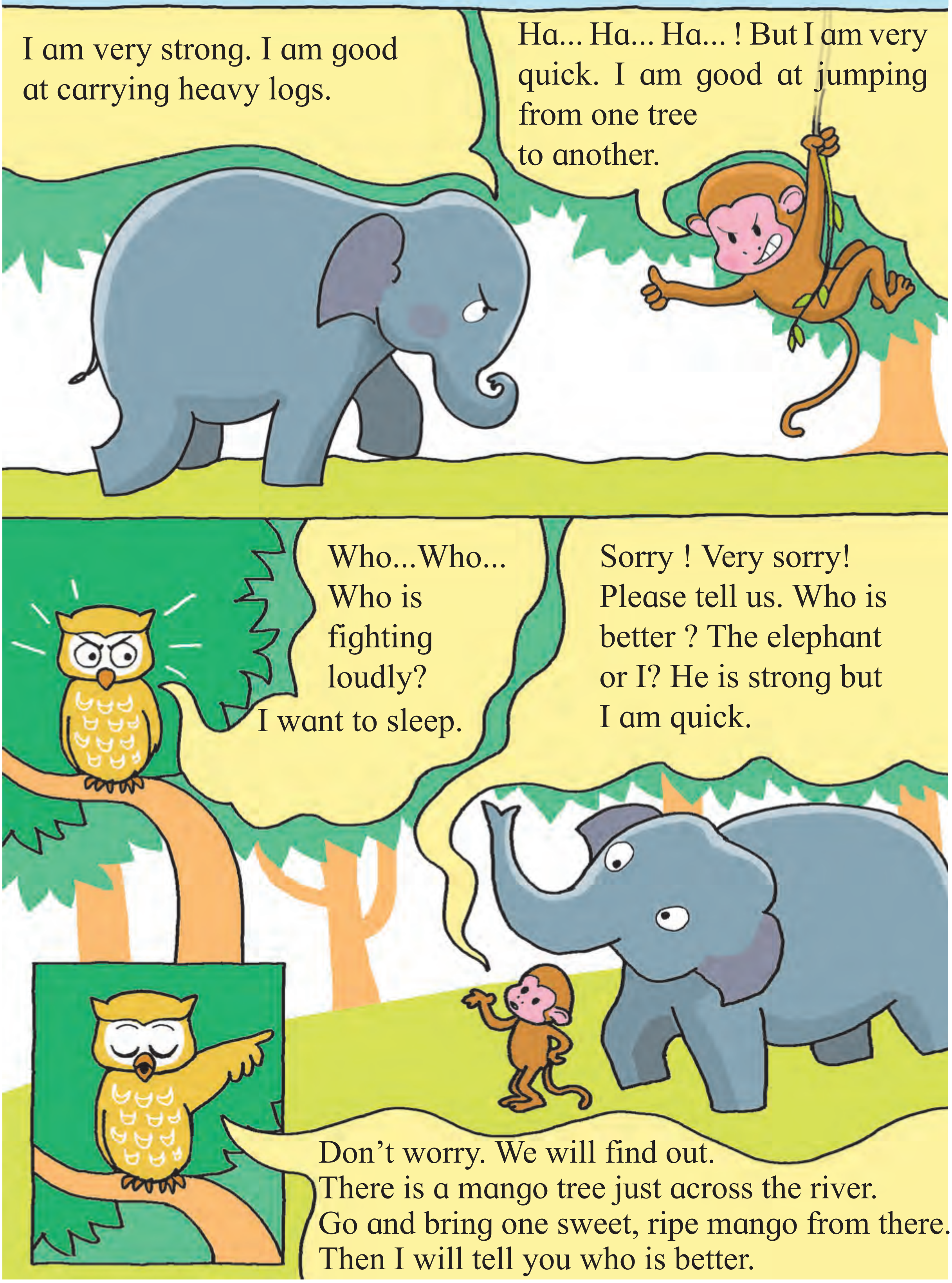
b. Look and say.

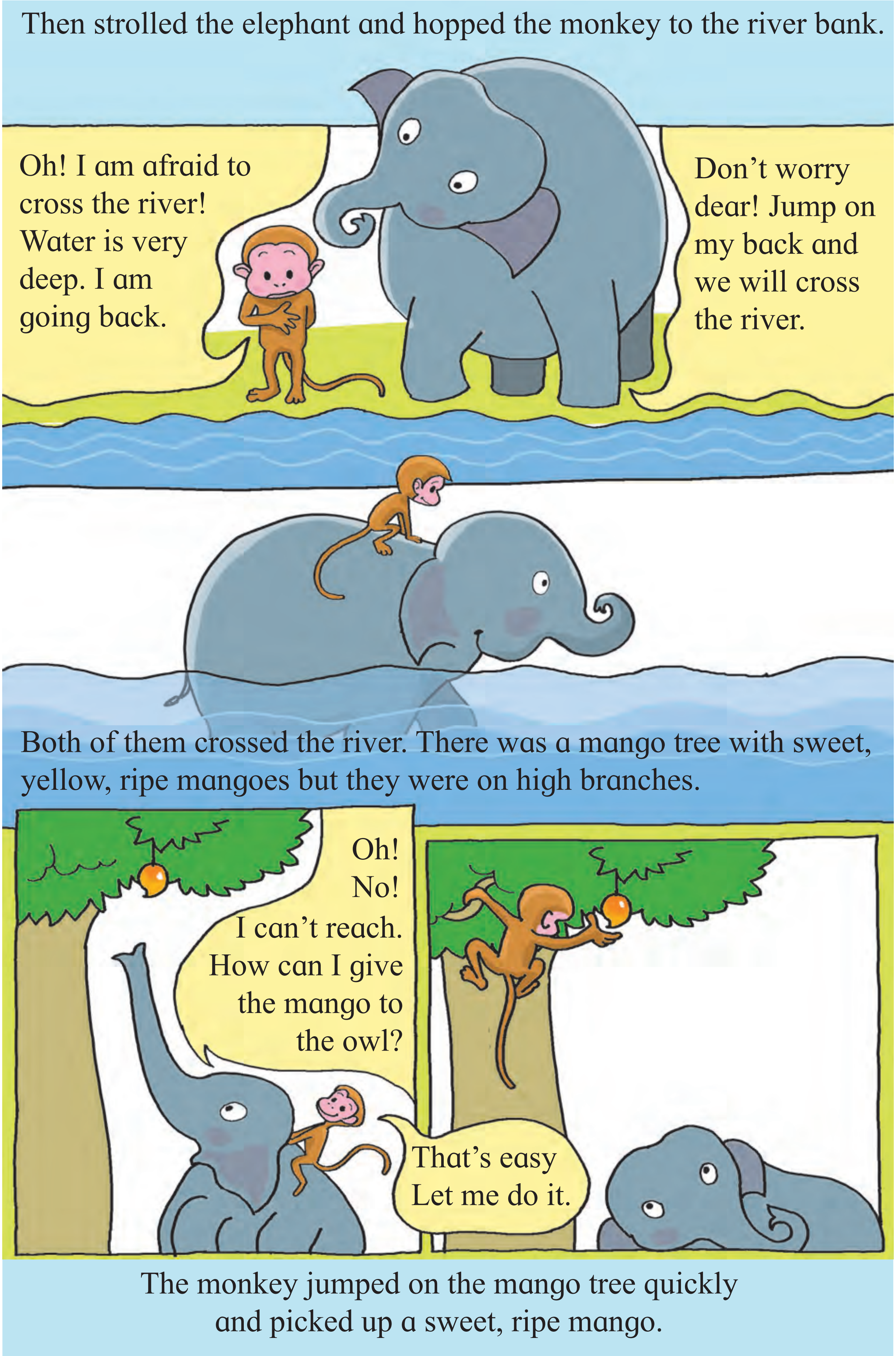
between	**with**	**over**	**among**
near	**under**	**by**	**around**

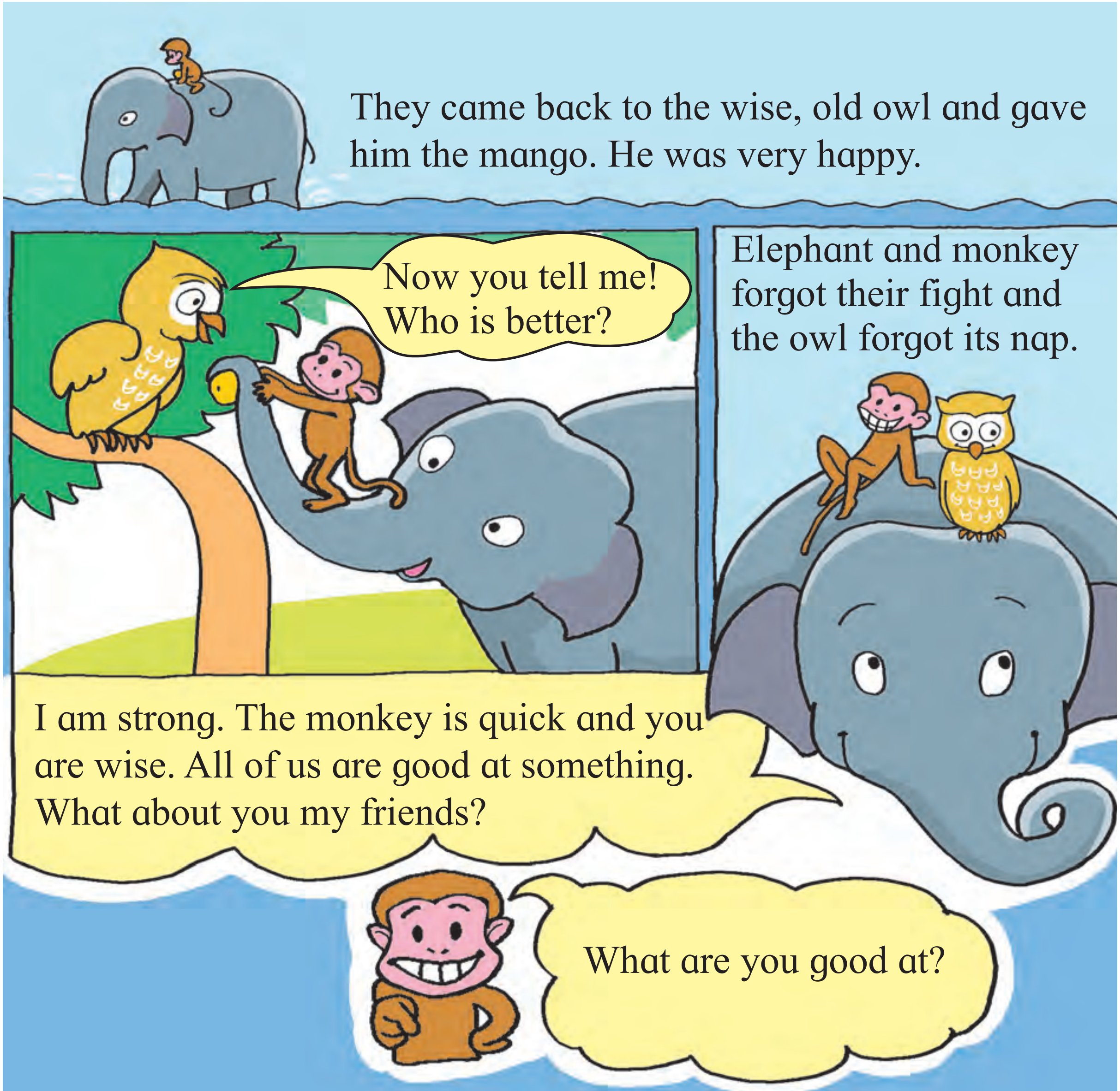
4.4 Who is Better?

a. Listen, repeat and enact.

Once upon a time there lived a monkey and an elephant in a forest. One day, they started fighting.




Then strolled the elephant and hopped the monkey to the river bank.
Oh! I am afraid to cross the river! Water is very deep. I am going back.
Don't worry dear! Jump on my back and we will cross the river.
Both of them crossed the river. There was a mango tree with sweet, yellow, ripe mangoes but they were on high branches.
Oh! No! I can't reach. How can I give the mango to the owl?
That's easy Let me do it.
The monkey jumped on the mango tree quickly and picked up a sweet, ripe mango.



b. Make sentences.

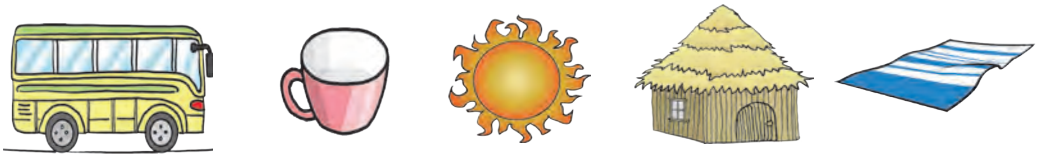
I am My mother is My father is My friend is My sister is My brother is	good at	singing. running. playing *kabaddi*. swimming. painting. dancing.

VB52AS

4.5 Word Basket

a. Look, listen and repeat.





bus	cup	sun	hut	rug

b. Look at the pictures and match them with their names.



bus	cup	sun	hut	rug



c. Read aloud and match the same words.





Here ‘u’ sounds ‘अ’.

d. Look, listen, repeat and read. 



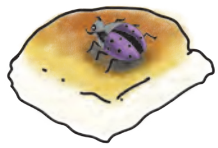


I can hop.

I can run.

It is a lot of fun.



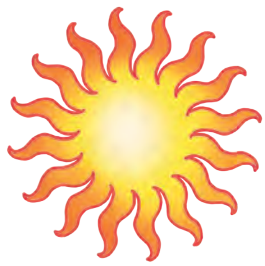




A bug on a rug

A bug on a cup

A bug on a bun



The sun

The sun is hot.

---

e. Underline the rhyming words. 

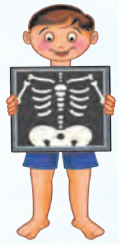
1. bag, cut, pin, nut.
2. fun, can, ten, run.
3. cot, mud, bat, bud.
4. tin, hot, cub, tub.
5. pig, sun, big, hat.

4.6 Learning Letters

a. Match the letters with the pictures



u



v



w



x



y



z



b. Trace and write the following letters.

 Uu Uu Uu Uu

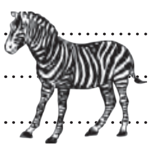
 Vv Vv Vv Vv



Ww Ww Ww Ww

 Xx Xx Xx Xx

 Yy Yy Yy Yy

 Zz Zz Zz Zz

4.7 Crossing the Road

a. Listen, repeat and sing.





Want to cross
A busy road?
Watch out how
The traffic goes.
Cars and buses
Coming fast,
Wait a bit and
Let them pass.
'Look left and right'
The saying goes.
Then smartly walk
Across the road.

RH713T

b. Look and say.

cross	busy	watch	buses
wait	traffic	smartly	across

c. Look, listen and repeat.





We follow the traffic signals.	We walk on the footpath.





We never board a running bus.	We always use zebra crossing.

d. Listen and put a tick if the sentence is correct and a cross if it is wrong.

- Radha uses zebra crossing to cross the road.
- Jay jumps from a running bus.
- Amit always stands in a queue.
- Juee runs through the moving traffic.
- Uma puts her hand out of the window of a moving bus.

2NYBP2

4.8 Activity time

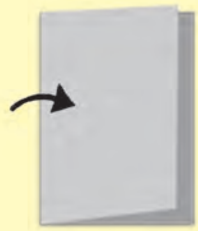
a. Let's make a cap.



- Take a page of newspaper.



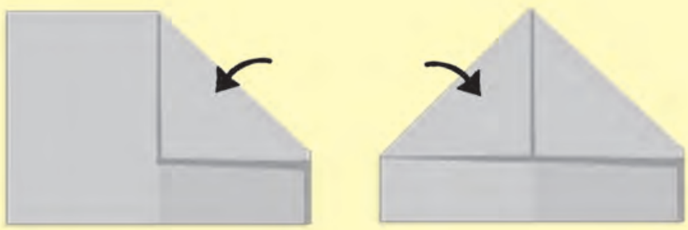
- Fold it widthwise.



- Again fold it widthwise.



- Open the second fold.



- Fold the closed corners to the centre crease.



- Fold the flap up the edge.
- Fold the second flap up on the back edge.



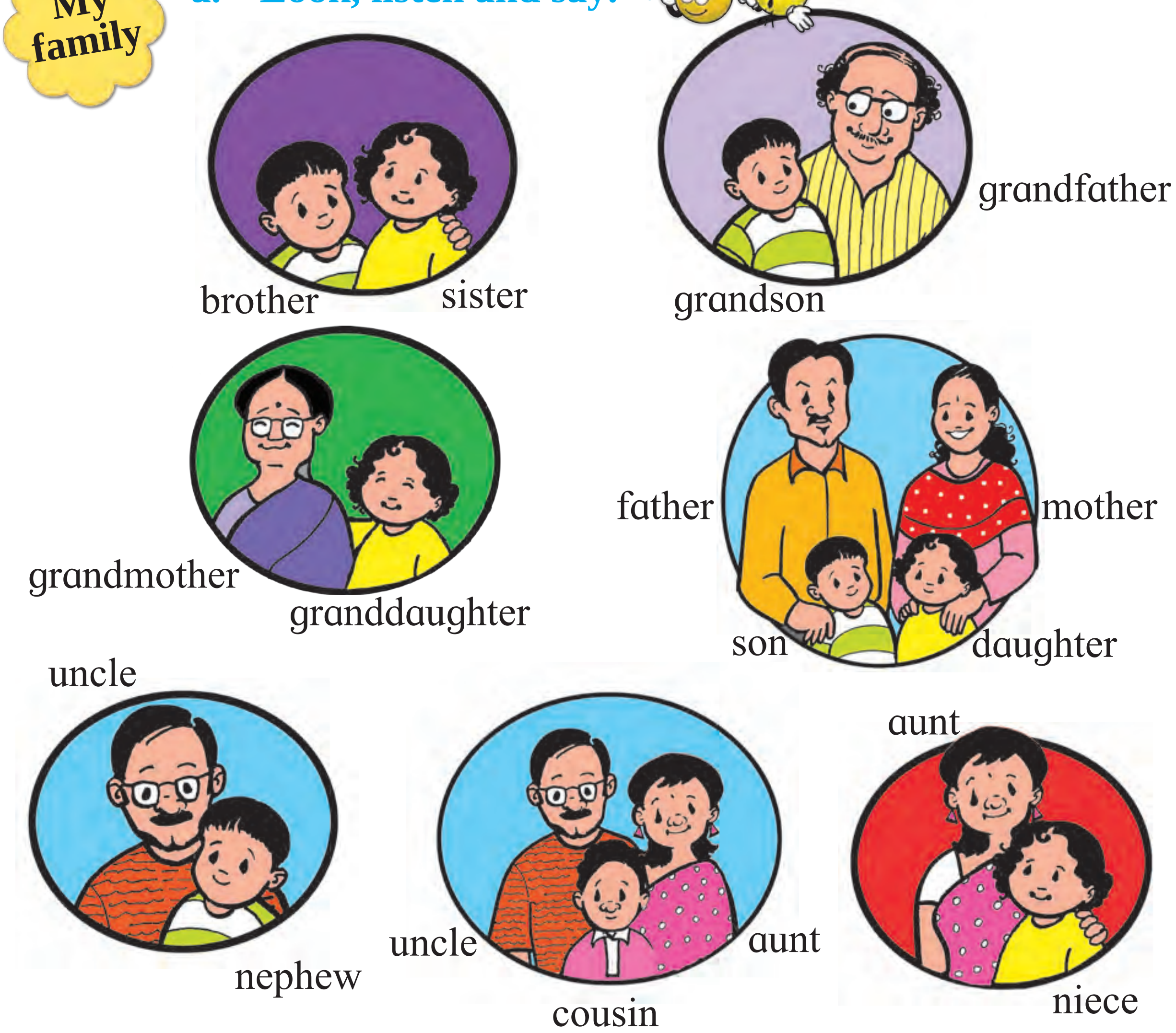
Paste the corners with the glue. Now your cap is ready!



4.9 Let’s speak

My family

a. Look, listen and say.





b. Ask your friends the names of their relatives.

c. Write the first letter of their names.

63MDWC

4.10 Word Building

a. Make words with the help of letters given below.

b	a	n	ban
c			
f			
p			
m			

d	e	n	den
h			
m			
p			
t			

p	i	n	pin
t			
b			
w			

c	o	t	cot
h			
n			

f	u	n	fun
r			
s			
b			

GAEPHK

b. Look, listen and encircle the odd word.

bat	boat	bed	but	hat
sun	lock	sack	soap	school
ladder	leaf	rose	lemon	lip
cock	cat	dog	clap	can
man	nest	monkey	mango	mirror
fun	fat	four	glass	fan
pen	pencil	pot	sack	pan

4.11 Reading Time

a. Read the following words. Choose any five words. Draw a picture using the words you have chosen.

sun	tree	drum	bus	mat
bird	dog	ball	egg	umbrella
cat	boy	nest	bat	squirrel

My Picture

b. Now tell your friends about your picture.



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